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|  | **Autumn** | **Spring** | **Summer** |
| **Year 3/4** | **Aut 1 – Rivers**  **Aut 2 - Mountains** | **Spring 1 – Settlements and Cities**  **Spring 2 - Agriculture** | **Summer 1 – Volcanoes**  **Summer 2 – Climate and Biomes** |
|  | Aut 1 –  Rivers 1 Depth focus: The River Indus - its source, course, beauty, uses (ancient & modern) and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). Tributaries. How do rivers shape the land? The river’s load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. What are the similarities and difference.  Aut 2 - Mountains  Mountains Highest mountain in each of the four nations of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes Depth focus: Snowdonia (in preparation for Wales…see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people How do mountains interact with what is around them? | Spring 1  Settlements & cities Settlement types, hamlet, village, town, city etc.; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? Two cities: Cardiff and London, inc. economy & transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills 2: using a grid to find and compare locations. How are settlements similar and different?  Spring 2  Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers? | **Summer 1 -**  Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) How do volcanoes affect a place?  Summer 2 –  Climate and biomes (situated, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5. Introduce latitude here. |