

Year 3 - Progression of Knowledge and Skills Geography

Term	Knowledge	Skills
Autumn Why do people live near volcanoes?	- To know the names of some countries in Europe and North and South America - To know the names of some of the world's most significant mountain ranges - To know that mountains, volcanoes and earthquakes occur at plate boundaries - To know the main types of land use - To know some types of settlement - To know the positive and negative effects of living near a volcano - To know the negative effects an earthquake can have on a community - To know ways in which communities respond to earthquakes - To know the different types of mountains and volcanoes and how they are formed - To know that an earthquake is the intense shaking of the ground - To know the different types of settlement - To know what a natural resource is - To recognise world maps as a flattened globe - To know how to use various simple sampling techniques - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features	- Understanding some of the causes of climate change - Describing how physical features occur/form - Describe where volcanoes, earthquakes and mountains are located globally - Describe and explain how physical features have had an impact upon the surrounding landscape and communities - Locate some countries in North and South America using maps - Locating key physical and human features in countries studied - Locating the world's most significant mountain ranges on a map and identify patterns - Locating where the world's volcanoes are on a map - Identifying how topographical features have changed over time using examples - Describing how a locality has changed over time - Describe how and why humans have responded to their local environment - Beginning to use maps at more than one scale - Finding countries and features of countries in an atlas - Asking and answering one-step and two-step questions - Observing, recording and naming geographical features in their local environment - Using simple sampling techniques appropriately - Taking digital photos and labelling them - Presenting data using plans, sketch maps, annotated drawings, graphs and presentations - Finding answers to geographical questions through data collection

Year 3 - Progression of Knowledge and Skills Geography

Term	Knowledge	Skills
Spring Who lives in Antarctica?	- To know where North and South America are on a world map - To know the names of some countries in Europe and North and South America - To know that climate zones are areas with similar climates - To know the world's different climate zones and that biomes are areas of the world with similar climates, vegetation - To know the main types of land use - To know that countries near the equator have less seasonal change - To know the equator is a line of latitude indicating the hottest places on Earth - To know lines of longitude are invisible lines on the globe - To know the tropics are lines of latitude and mark the equatorial region - To know the patterns of daylight in the Arctic and Antarctic circle and equatorial regions - To know that the water cycle is the processes and stores which move water around the Earth - To know that a biome is a region of the globe sharing similar climate, landscape, vegetation - To know the world's biomes - To know climate zones are areas of the world with similar climates - To know the world's different climate zones - To know water is used many ways by humans - To know what a natural resource is - To recognise world maps as a flattened globe	- Describe where volcanoes, earthquakes and mountains are located globally - Describe how humans use water in a variety of ways - Describing and understanding types of settlement and land use - Explain why different locations have different human features - Explaining why people might prefer to live in an urban or rural place - Locate some countries in North and South America using maps - Locating key physical and human features in countries studied - Finding the position of the equator and describing how this impacts our environmental regions - Finding lines of latitude and longitude and explaining why these are important - Identifying the position of the tropics, hemispheres and Arctic and Antarctic circles - Describing and begin to explain similarities and differences between two regions - Describe how and why humans have responded to their local environment - Discussing climates and their impact on trade, land use and settlement - Explaining what measures humans have taken in order to adapt to survive in cold places - Describing and explaining how people who live in contrasting physical area may have different lives - Beginning to use maps at more than one scale

Year 3 - Progression of Knowledge and Skills Geography

Term	Knowledge	Skills
Spring Who lives in Antarctica?	- To understand that a scale shows how much smaller a map is compared to real life - To know the eight compass points - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features	- Using atlases, maps, globes, satellite images to locate countries studied and recognise and describe physical and human features - Finding countries and features of countries in an atlas - Zooming in and out of a digital map - Accurately using 4 figure grid references - Beginning to locate features using the 8 compass points - Making and using a simple route on a map - Observing, recording and naming geographical features in their local environment

Year 3 - Progression of Knowledge and Skills Geography

Term	Knowledge	Skills
Summer Are all settlements the same?	- To know the names of some of the world's most significant rivers - To know the name of some counties, and cities in the UK - To know the name of cities in the UK - To know the name of the county they live in and their closest city - To begin to name the twelve geographical regions of the UK - To know the main types of land use - To know some types of settlement - To know the main types of land use - To know the different types of settlement - To know water is used many ways by humans - To know what a rural and urban place is - To know what a natural resource is - To know the UK grows food locally and imports food from other countries - To understand that a scale shows how much smaller a map is compared to real life - To know that an OS map is used for personal use and how organisations use it - To know an enquiry-based question has an open-ended answer - To know what type of chart is best to represent data	- Describe and explain how physical features have had an impact upon the surrounding landscape and communities - Describing and understanding types of settlement and land use - Explaining why a settlement and community has grown in a location - Explain why different locations have different human features - Explaining why people might prefer to live in an urban or rural place - Locating some major cities of the countries - Locating key physical and human features in countries studied - Locating counties, cities and the twelve geographical regions of the UK - Identifying key physical and human characteristics of counties, cities and regions in the UK - Describing how a locality has changed over time - Describing and begin to explain similarities and differences between two regions - Describe how and why humans have responded to their local environment - Describing and explaining how people who live in contrasting physical area may have different lives - Beginning to use maps at more than one scale - Using atlases, maps, globes, satellite images to locate countries studied and recognise and describe physical and human features

Year 3 - Progression of Knowledge and Skills Geography

Term	Knowledge	Skills
Summer Are all settlements the same?		- Using the scale bar on a map to estimate distances - Finding countries and features of countries in an atlas - Zooming in and out of a digital map - Beginning to use the key on an OS map - Using simple key on their own map to show features - Following a route on a map - Saying which directions are NESW on an OS - Making and using a simple route on a map - Labelling some features on an aerial photograph - Beginning to choose the best approach to answer an enquiry question - Mapping land use in a small local area - Asking and answering one-step and two-step questions - Observing, recording and naming geographical features in their local environment - Taking digital photos and labelling them - Finding answers to geographical questions through data collection