

Year 3 Geography Progression Map

	<u>Autumn 2</u>	
Topic	<u>The UK</u>	
Unit Aim	To develop pupils' understanding of the United Kingdom by identifying its countries, regions, settlements, and counties, while exploring its key human and physical features, including topography, and building map-reading skills using four-figure grid references.	
Prior Learning	In Key Stage 1, children developed their understanding of the world around them through engaging geographical studies. They learned about the geography of the world, including the seven continents and five oceans, and explored the countries, capital cities, and surrounding seas of the United Kingdom. They also studied their local area, examining its human and physical features.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational Knowledge • Place Knowledge • Human and physical features	
	<u>Fieldwork Skills</u>	
	• Use four-figure grid references to read a map.	• I can identify and name the four countries of the UK and the regions of England. • I can identify the settlements of the UK and the counties of England. • I can identify the human features of the UK. • I can identify the physical features of the UK. • I can identify the key topographical features of the UK. • I can use four-figure grid references to read a map.
Vocabulary	atlas, city, coast, county, country, culture, direction, horizontal, landmark, location, map, mountainous, peak, population, region, represent, rural, settlement, symbol, town, urban, valley, vertical, village, view, aerial photograph, compass, contour line, human feature, map key, moorland, physical feature, rock formation, topographical map, topography	
Future Learning	Year 4 – Children will learn about the world and how it is represented on maps. Children will learn about plate tectonics, earthquakes and volcanoes. Year 5 – Children will discover the different countries and capital cities of North America and then complete a comparison study of their region and the Western region of the USA, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Year 6 – Children will learn about the physical processes of rivers, mountains and the water cycle.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time.	

	Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.
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	<u>Spring 2</u>	
Topic	<u>Weather and Climate (Fieldwork)</u>	
Unit Aim	To develop pupils’ understanding of the difference between weather and climate through collecting, recording, and presenting weather data using simple fieldwork methods.	
Prior Learning	In Key Stage 1, children developed their understanding of the world around them through engaging geographical studies. They learned about the geography of the world, including the seven continents and five oceans, and explored the countries, capital cities, and surrounding seas of the United Kingdom. They also studied their local area, examining its human and physical features and develop their their understanding of similarities and di erences between contrasting environments.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u> • I can understand the difference between weather and climate. • I can collect weather data. • I can collect and record weather data. • I can present weather data.
	• Locational knowledge • Physical knowledge • Geographical skills	
	<u>Fieldwork Skills</u>	
	• I can collect weather data. • I can collect and record weather data.	
Vocabulary	atmosphere, climate, climate zone, equator, forecast, meteorologist, mild, precipitation, temperate, temperature, weather, analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, North Pole, observe, okta, record, reflect, pictogram, poles, present, rain gauge, reflect, South Pole, table, thermometer, vertical, weathervane	
Future Learning	Year 4 – Children will learn about the world and how it is represented on maps. Children will learn about plate tectonics, earthquakes and volcanoes.	
	Year 5 - Children will discover the different countries and capital cities of North America and then	

	focus on specifically the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Year 6 - Children will learn about the physical processes of rivers, mountains and the water cycle.
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.

	Summer 2	
Topic	<u>My Region and Italy</u>	
Unit Aim	To develop pupils' understanding of their local region in comparison to Italy, with a focus on Campania, by exploring cultural and geographical features, identifying similarities and differences, and building map and globe skills to understand how the world is represented.	
Prior Learning	Year 1 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom. Year 2 - Children will complete a study into their local area, including the human and physical features. Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational Knowledge • Place Knowledge • Human Geography • Physical Geography	
	<u>Fieldwork Skills</u>	
	• I can identify the key geographical features of my local area.	• I can learn about the culture of Italy. • I can identify the similarities and difference between Campania and my region. • I can identify the key geographical features of my local area • I can identify the key geographical features of Italy. • I can identify the key geographical features of Campania and how they compare to my region • I can identify the key geographical features of my local area • I can identify the key geographical features of Italy. • I can identify the key geographical features of Campania and how they compare to my region

		I can understand how the world is represented on maps and globes
Vocabulary	Aerial photograph, atlas, beach, capital, characteristics, city, climate, coast, continent, country, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, peninsula, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather	
Future Learning	Year 4 – Children will learn about the world and how it is represented on maps. Children will learn about plate tectonics, earthquakes and volcanoes. Year 5 - Children will discover the different countries and capital cities of North America and then focus on specifically the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Year 6 - Children will learn about the physical processes of rivers, mountains and the water cycle.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	