



GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE
YEAR 3 STATUTORY REQUIREMENTS

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| <p><u>Geography Skills being used this term:</u> Using world maps, atlases, globes and digital mapping asking questions, observing and recording describe relationships <i>Strands: Place and Space; Scale</i></p> | <p><u>Geography Skills being used this term:</u> Using maps, atlases, globes and digital mapping and understand the 8 points of a compass ask questions, observe and record, take and use photographs; Make comparisons; present information <i>Strands: Physical and Human Processes; Place and Space; Climate and Trade; Scale</i></p> |
| <p>SPRING</p> | <p>SUMMER</p> |
| <p>SPRING 1 <u>RELATIONSHIP BETWEEN MAPS AND GLOBES</u> <i>(link to map work in KS1)</i> <i>(Where on earth are we?)</i> <u>LOCATIONAL KNOWLEDGE</u> N.C. IDENTIFY THE POSITION AND SIGNIFICANCE OF LATITUDE, LONGITUDE, EQUATOR, EQUINOX, EQUINOCTIAL, TROPICS OF CANCER AND CAPRICORN, ARCTIC AND ANTARCTIC CIRCLE, THE PRIME/GREENWICH MERIDIAN AND TIME ZONES (INCLUDING DAY AND NIGHT) LOCATE THE WORLD'S CONTINENTS AND OCEANS FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) AND NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL FEATURES AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES -To be able to identify the position of lines of latitude and name the Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic the North and South Poles -Map the world -Know the names of four countries from the southern and four from the northern hemisphere -Know the names of and locate at least five European countries -To locate the International Date Line and name the world <u>SKILLS AND FIELDWORK:</u> <u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u> -Use maps to locate European countries and capitals.</p> | <p>SUMMER 1 <u>CLIMATE</u> <i>(link to learning about weather and climate in KS1)</i> <i>Is climate cool?</i> <u>PHYSICAL GEOGRAPHY:</u> <u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING CLIMATE ZONES, BIOMES AND VEGETATION BELTS, RIVERS, MOUNTAINS, VOLCANOES AND EARTHQUAKES, AND THE WATER CYCLE</u> -Obtain some understanding of them and have -Describe and give examples of the variety of biomes and vegetation belts -Use appropriate geographical vocabulary to describe weather, climate, climate zones and biomes and vegetation belts. -Recap weather and state facts about climate, climate zones and biomes -Find out about the polar climate zone, and to learn about the tundra biome -Find out about the hottest, driest places on Earth and the tropical desert biome -Find out about the hottest, wettest places on Earth, and to learn the term tropical rainforest biome -Learn about the temperate climate zone and the deciduous forest biome, and consider climate change and preventative measures that might be taken in the future <i>Strands:</i> <i>Place and Space; Physical and Human Processes; Environmental Impact</i> SUMMER 2 <u>THE COAST</u> <i>(link to prior learning about contrasting localities in Y2)</i> <i>Do you like to be beside the seaside?</i> <u>LOCATIONAL KNOWLEDGE:</u></p> |



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| <p>-Use maps and globes to locate the equator, the Tropics of Cancer and the Greenwich Meridian</p> <p>-Understand that our flat maps and spherical physical and political globes all represent our world, but in different ways</p> <p>-To demonstrate the relationship between maps and globes and explain how they are used to find addresses</p> <p>-To describe the significance of latitude and longitude and how they are used to find places</p> | <p><u>N.C. NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL FEATURES (INCLUDING HILLS, MOUNTAINS, COASTS AND RIVERS), AND LAND USE PATTERNS; AND UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME</u></p> <p>-discover how much the children know about, and have experienced, the sea and how to locate coastal places in the UK on a map</p> <p>-look at a region of the UK, and discover how varied its coastline is</p> <p>-use geographical vocabulary to describe, compare and contrast natural features at the coast</p> <p>-learn about economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features</p> <p><u>FIELDWORK AND SKILLS:</u></p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u></p> <p><u>USE THE EIGHT POINTS OF A COMPASS, FOUR ANGLE GRID REFERENCES, SYMBOLS AND KEY (INCLUDING THE USE OF ORDNANCE SURVEY MAPS) TO BUILD UP THEIR KNOWLEDGE OF THE UNITED KINGDOM AND THE WIDER WORLD</u></p> <p>-Field trip to the coast to ask questions, observe and record; take and use photographs</p> <p>-Make comparisons; present information</p> <p>-Use maps to locate coastal areas</p> <p>-Know and name the eight points of a compass</p> <p><i>Strands:</i> <i>Physical and Human Processes; Place and Space; People, Culture and Trade; Scale</i></p> |
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The five key geography skills:
 Asking Geographic Questions;
 Acquiring Geographic Information;
 Organizing Geographic Information;
 Analysing Geographic Information;
 Answering Geographic Questions

Key Substantive Knowledge strands:

- **Place and Space**
- **Scale**
- **People, Culture and Trade**
- **Environmental Impact**
- **Physical and Human Processes**

KNOWLEDGE TO BE LEARNED BY THE END OF EACH TERM (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

SUBSTANTIVE KNOWLEDGE PROCEDURAL KNOWLEDGE

| SPRING TERM | SUMMER TERM |
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| <ul style="list-style-type: none"> • Antarctic Circle: imaginary line/circle south of the Equator • Arctic Circle: imaginary line/circle north of the Equator • Compass points: the four main directions on a magnetic compass and some of the divisions in between: N, NE, E, SE, S, SW, W, NW • Day: rotation on its axis • Equator: imaginary line/circle of latitude around the Earth, midway between North and South Poles, dividing the Earth into Northern and Southern Hemispheres • The Equator lies at 0° latitude: the midday Sun is always high in the sky and so temperatures are high | <ul style="list-style-type: none"> • Biome: geographical area defined by its climate, plant and animal life and activities of the people who live there • Climate: weather patterns in a place over a long period, such as seasonal sunshine and temperatures • Desert: area with very little rain, extreme heat and/or cold, where few forms of life can survive • Drought: period with very little or no rain • Environment: conditions to which a plant, animal or person is adapted • Fauna: animals native to an area, such as birds, reptiles and insects • Flora: plants native to an area, such as trees, climbers, flowers and grasses • Grassland: large area covered with grasses • Rainfall: measured level of water that has fallen as rain, snow, sleet or hail in a given period |



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- Global Positioning Systems (GPS): internationally used way of pinpointing location using satellite-based satellite technology
- International Date Line (IDL): line of longitude. It is an imaginary north-south line/circle running through the Pacific Ocean, avoiding landmasses
- Lines of latitude: imaginary parallel lines/circles, horizontal to the Earth's surface that never meet, and get smaller towards the Poles
- Lines of longitude: imaginary north-south lines/ circles, meeting at the North and South Poles to make segments. They are all the same length and go from pole to pole
- Night: period of time when the Earth is not receiving light from the Sun due to its rotation on its axis
- Northern Hemisphere: half of the Earth north of the Equator
- North Pole: the northernmost point on Earth's surface
- Ordnance Survey (OS) grid reference: the UK is covered by a grid of squares that are given letters. A grid system of numbers are used to locate a specific square on each map
- Prime Meridian (Greenwich Meridian, PM): imaginary line/circle passing through the Royal Observatory at Greenwich, London, marking 0 degrees longitude
- Southern Hemisphere: half of the Earth south of the Equator
- South Pole: the southernmost point on Earth's surface
- Time zone: area between lines of longitude following a standard time
- Explain how to locate places using maps, atlases and globes.

- Temperature: measured level of heat or cold in the air
- Tropics: to do with the region on either side of the Equator, between the Tropic of Cancer and Capricorn
- Tundra: land where the soil beneath the surface is frozen all year and plants struggle to survive the low temperatures and short growing season
- Vegetation belt: a area where similar types of plants grow, adapted to the conditions there
- Weather: conditions in the atmosphere on a particular day, such as temperature, windiness, rainfall, hours of sunshine or cloud cover.

Coastal Study

- Bay: an indentation of a shoreline. Usually of softer rock
- Beach: a landform by the sea. usually sand and/or rock
- Cliff: a vertical or near vertical rock feature, usually on the coast
- Coast: the region where land meets sea
- Dock: a structure for handling boats and ships and their cargo
- Dune: a hill or ridge made from sand, formed by the wind
- Erosion: a process where the surface of the earth is worn away by, e.g. water, wind, waves etc
- Harbour: a sheltered port where boats can dock
- Pier: a structure built on posts that extends out to sea
- Port: a place where ships load or unload
- Promenade: a public walk by the seaside
- Quay: a solid structure built parallel to the shoreline where boats can dock
- Rock pool: an area by the shoreline that is filled with seawater at high tide and exists as a separate pool at low tide
- Sand: fine particles of rocks and stones
- Tide: the rise and fall of the sea caused by the movement of the moon



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- Tourism is a worldwide industry based on travel for leisure, pleasure, business and other reasons that provides information, amenities, attractions, accommodation etc.
- Explain how to use a compass and what the 8 compass points are
- Explain the similarities and differences between the coastal areas where they live

Children working at below Age Related Expectations in GEOGRAPHY at the end of Year 3: