



## Year Three Geography Progression Steps

Year 3	Developing	Expected Standard	Exceeding	Geographical Language
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to locate countries in Europe, North and South America on a map</li> <li>Pupils are beginning to locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are becoming more confident locating countries in Europe, North and South America on a map</li> <li>Pupils are becoming more confident locating cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map</li> <li>Pupils can, with increasing accuracy, locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian</li> </ul>	Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer/ Capricorn, the Prime/ Greenwich Meridian and time zones.
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography</li> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography</li> </ul>	<p><b>Key physical features</b></p> <ul style="list-style-type: none"> <li>Hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation.</li> </ul> <p><b>Key human features</b></p> <ul style="list-style-type: none"> <li>Cities, towns, village, factory, port and harbour.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to describe a few aspects of physical geography</li> <li>Pupils are beginning to describe a few aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are beginning to describe some aspects of physical geography</li> <li>Pupils are beginning to describe some aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe a few aspects of physical geography</li> <li>Pupils can describe a few aspects of human geography</li> </ul>	<p><b>Physical geography</b></p> <p>Rivers, mountains, volcanoes, earthquakes, water cycle.</p> <p><b>Human geography</b></p> <p>Settlements, land use, trade, distribution of natural resources (energy, water and food).</p>

<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Pupils are practising using maps, atlases and globes to locate countries and describe features studied</li> <li>• Pupils are beginning to read maps with symbols and key</li> <li>• Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these</li> <li>• Pupils are becoming increasingly accurate with symbols and key</li> <li>• Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</li> <li>• Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</li> <li>• Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</li> </ul>	<p>Atlas, maps, globes, sketch maps, compass (directional/ locational language – north, east, south, west, near, far, left and right), routes and computer mapping.</p>
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