



# Year 3



## Geography Skills Progression

	<b>Year Group</b>	<b>3</b>	<b>Class</b>		<b>Teacher</b>	
<b>UNIT</b>	<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>TOPIC</b>						

### Geography Programme of Study

#### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### Skills Progression

Throughout the year, pupils are expected to learn, apply and understand the following skills and processes in age appropriate tasks and activities.

They should be taught to:

#### Geographical Skills and Fieldwork

- ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?
- Analyse evidence and draw conclusions e.g. make comparisons between locations using ariel photos/pictures e.g. population, temperatures etc.
- recognise that different people hold different views about an issue and begin to understand some of the reasons why
- communicate findings in ways appropriate to the task or for the audience
- understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.
- use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office
- make more detailed fieldwork sketches/diagrams
- use fieldwork instruments e.g. camera, rain gauge
- use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features
- use four figure grid references
- use the 8 points of a compass
- make plans and maps using symbols and keys

#### Locational Knowledge

- identify where countries are within the U.K. and the key topographical features
- name and locate the cities of the U.K.

#### Human and Physical Geography

- identify physical and human features of the locality
- explain about weather conditions/patterns around the U.K. and parts of Europe

#### Place Knowledge

- recognise there are similarities and differences between places
- develop and awareness of how places relate to each other



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	Year Group	Class	Teacher
UNIT	TERM 1	TERM 2	TERM 3
TOPIC			
Knowledge & Skills			
Pupils who are working above expectations			
Total number of pupils in class			
Pupils who have not yet reached expectations			
Teacher Comments			
Subject Leader Action			