

Geography Progression of Skills – Year 3 and Year 4

Year 3/4 Cycle A

	Autumn	Spring	Summer
Unit of work	Urban Pioneers- Earning a living and exploring industries.	Natural Forces: Volcanoes	Living in the rainforest
Enquiry 'big' question	What makes a job important? Are jobs the same or different in other parts of the world?	How do volcanoes influence everyday life?	Why are rainforests important to our world?
Final Outcome	Pupils interview family or community members about their jobs and present findings to the class.	Students become <i>Volcanologists for a Day</i> , showcasing their knowledge of volcanoes around the world through creative models, live demonstrations, and mini research presentations — ending with a dramatic volcanic eruption experiment!	Create a double page journal demonstrating learning throughout the sequence, using key vocabulary and expressing answers to the big question.
National Curriculum Strand	Locational Knowledge Human and Physical Geography Skills and Fieldwork	Locational Knowledge Human and Physical Geography Place Knowledge Skills and Fieldwork	Locational Knowledge Human and Physical Geography Skills and Fieldwork
Substantive knowledge	To be able to explore jobs and why they are important. To explore local jobs. To be able to group jobs into different sectors. To be able to explore industries of the UK. To be able to find out about how people earn a living in other parts of the world. To demonstrate our learning about earning a living.	To understand what a volcano is and where they are in the world. To explore what happens when a volcano erupts. To explore and describe the features of a volcano. To explore geographical vocabulary relating to volcanoes. To understand what life is like in a volcanic area. To compare a volcanic area with a non-volcanic area. To demonstrate our learning about volcanoes.	To locate and identify rainforests around the world. To describe the layers of the rainforest and explore the plants and animals that live in each. To understand the rainforest climate and why it is important. To investigate the importance of rainforests to the planet and humans. To investigate settlements in a rainforest. To express my ideas about life in the rainforest.

Disciplinary Knowledge	I know that the UK's industries are dependent on geographical areas. I understand the concept of trade links. I understand the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around the world affects the economy. I can use a map of the UK to identify where different industries are more prevalent. I can annotate a world map to show different industries in different countries.	I know that the equator separates the Northern and Southern Hemispheres. I know that the capital of Hawaii is Honolulu. I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area). I can describe what a volcano is. I know some facts, such as the height and age of some of the world's most famous volcanoes. I can explain why a volcano erupts. I know that ash, gas, lava and rocks are released when a volcano erupts. I can explain how a volcano eruption affects the local people and environment. I know some of the strategies put in place to help people survive when they are near a volcano eruption. I can explain the difference between a composite, shield and dome volcano. I can explain the difference between a dormant, active and extinct volcano. I know what tectonic plates are. I know that most world's volcanoes are found at the boundaries of tectonic plates. I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes.	I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. I can name continents and countries that have areas of rainforest. I can define what a rainforest is. I can locate areas of rainforest on a world map. I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. I can describe the four layers of the rainforest and name some animals that live in each layer. I know what the water cycle is. I can explain the basic steps of the water cycle using appropriate vocabulary. I can explain why rain falls more often in rainforests than in other parts of the world. I can use line graphs and bar charts to explore the climate of rainforests. I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. I can compare daily life for people living in rainforest tribes with that of people living in modern society. I know what deforestation is and why it is happening. I can describe the impact deforestation has on local wildlife and the environment.
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Links to prior knowledge	EYFS: Exploring different jobs through role play and home corners. KS1: Looking a tour local area and the high street.	EYFS: Have explored what day to day life is like in our locality. KS1: Have explored life where we live and can name the continents and oceans of the world. Discussed some physical features- mountains, hills, bodies of water.	EYFS: Have learnt about animals and some of their basic needs. Can name basic features of nature. KS1: Have explored climate through the seasons. Have covered animals and their habitats in science. Completed a unit on the rainforest so understand what a rainforest is.
Vocabulary	Earning, living, industry, finance, business, agriculture, fulltime, part time, culture, sector, agriculture, construction, manufacturing, engineering, service, retail, group and sort, entrepreneurs, expand, trading, company, import, export, trading nation, country, continent, employment, resources, natural, manmade, produce, illegal, legal, unemployment, government, affordability.	Volcanic, settlements, tectonic plates, vent, mountain, eruption, lava, magma, rocks, hemisphere, equator, ash, crust, mantle, inner and outer core, layers, pressure, formation, explosion, gas, release, evacuation, fertile, vegetation, natural disaster, climate, dormant, extinct, geothermal energy, minerals, earthquake, Ring of Fire.	Rainforest, equator, tropics, tropical, climate, weather, continent, country, hemisphere, map, atlas, latitude, longitude, environment, ecosystem, habitat, vegetation, adaptation, biodiversity, deforestation, conservation, sustainability, oxygen, carbon dioxide, extinction, protection, habitat loss, canopy,
Key knowledge for assessment	What is a job? What categories do jobs come under? How do jobs differ around the world? What is important about having a job?	What is a volcano? How are volcanoes formed? What is life like in a volcanic area? Why are settlements built on volcanic grounds?	What is a rainforest? Where are the rainforests? Why are there rainforests? How do rainforests contribute to the planet?

	How can location affect the types of jobs available?		What are the problems with rainforests? How do people adapt their lives in the rainforest?
Enrichment	Local businessmen in, visits from services, open afternoon in hall for parents to come and share their jobs.	Contact with a school near a volcano. Videos about volcanoes, study of first-hand evidence of eruptions.	Rainforest café. Local visitor from the Dartmoor centre.
Facebook opportunities/ Family into school	Photos of parent's open afternoon and special visitors.	Make a volcano and model the eruption. Place videos/photos on Facebook.	Families visit for a rainforest Café.

Year 3/4 Cycle B

	Autumn	Spring	Summer
Unit of work	Where do we come from? Exploring the continents of the world.	The United Kingdom.	Our European Neighbours- Italy.
Enquiry 'big' question	What are the continents of the world and how are they different from our locality?	How do the different parts of The United Kingdom make it the place it is today?	How is life in Italy different to life in England?
Final Outcome	Create a continent café. Explore food cooked by children, fact pages made and artwork from continents. Explore music from different cultures.	Double page journal of information about The United Kingdom.	To produce a travel brochure about Italy.
National Curriculum strand	Locational Knowledge Place Knowledge Human and Physical Geography Skills and Fieldwork	Locational Knowledge. Place Knowledge. Human and physical Geography. Geographical skills and fieldwork.	Locational Knowledge Place Knowledge Human and physical Geography. Skills and Fieldwork
Substantive Knowledge	To understand what a continent is and locate them. To explore the countries of Europe. (including Russia) To explore the major cities of Europe. To explore the physical and human features of Europe. To compare Europe to Asia. To compare Europe to Africa. To understand how continents affect climate, biomes and people.	To identify and locate The United Kingdom. To explore some key regions and counties in England. To explore the physical features of The United Kingdom. To investigate the human features of The United Kingdom. To explore what makes our region special and how it has changed over time. To understand how maps can be used to describe a place.	To locate Italy and The United Kingdom on a map. To explore the physical and human features of Devon and Sicily. To explore the human features of Devon and Sicily. To compare the climate in Devon and Sicily. To investigate everyday life in Italy. To express an opinion about which way of life I prefer and explain why.
Disciplinary Knowledge	I can name the seven continents of the world independently. I can compare the seven continents by size, number of countries and population. I can name several different countries in each continent.	I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom. I can name and locate counties and cities of the United Kingdom.	I can explain my own views about locations, giving reasons. I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and

	I can name some major capital cities of the world. I know where the North and South Poles are. I can compare two different countries and state their similarities and differences. I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. I can describe what some of the climate zones of the world are like. I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. I can describe the difference between human and physical geography. I can use a variety of sources to find out about the physical and human geography of a particular country. I can label each of the seven continents on a world map. I can locate countries in a particular continent on a world map. I can use given clues to help me locate a country on a world map. I know that I can use an atlas and the internet to find where countries are located in the world. I can use a climate zone map to identify what a country's climate is like. I can locate major capital cities of the world on a map.	I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns. I can share my own views about locations. I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. I can ask and answer geographical questions about the physical and human characteristics of a location. I can describe key aspects of physical geography, including rivers and mountains. I can describe key aspects of human geography including settlements and land use. I can use maps, atlases and digital/computer mapping to locate countries and describe features. I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. I can use a range of resources to identify the key physical and human features of a location. I can use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom. I can create maps of locations identifying some features using a key.	land-use patterns, and understand how some of these aspects have changed over time. I can name and locate the countries of Europe (Italy). I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. I can identify the main physical and human characteristics of a region in Italy. I can describe geographical similarities and differences between countries. I can ask and answer geographical questions about the physical and human characteristics of a location. I can describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle. I can describe key aspects of human geography including settlements and land use. I can use maps, atlases and digital/computer mapping to locate countries and describe features. I can use a range of resources to identify the key physical and human features of a location. I can use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. I can create maps of locations identifying some features using a key.
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Links to prior knowledge	KS1: We have learnt about the continents and the oceans. We have explored key features of each.	KS1: Children have learnt about the 4 countries that make up The United Kingdom and learnt the capital cities of each. They have explored their local area.	KS1: naming and locating the 7 continents of the world. Exploring what physical and human features are. Creating maps.
Vocabulary	Continent, land mass, country, ocean, island, mountain, river, summit, climate, equator, hemispheres, temperate, capital city, government, settlement, landscape, culture, human and physical features.	Country, city, town, human features, physical features, ocean, live, capital, map, identify, continent, county, United Kingdom, region, hill, mountains, rivers, agriculture, urban, rural, North, East, South, West, compass, atlas, symbols, grid reference, location, village, borders, population, infrastructure, coast, highland, lowland, landscape, community.	Flag, currency, country, Europe, The United Kingdom. Population, oceans. Atlas, government, capital city, landmarks, traditions, languages, human and physical features, land use, population, mountains, volcanoes, ocean, sea, bodies of water.
Key knowledge for assessment	What are the countries of the world? What are the key countries in each? What is similar and different between the continents? What physical and human features can be found in each continent? What are the key landmarks in each continent? How does lifestyle differ in each continent?	What are the four countries of The United Kingdom? What are the main regions and counties of England? How do the countries differ? What are the key human features of The United Kingdom? What are the key physical features of The United Kingdom? How has our locality changed over time?	Where is Italy? Where is Sicily? What so the land use in Sicily? What is the climate? How are the physical and human features different in Sicily and Devon? Where would I rather live and why?
Enrichment	Links to schools from other continents. Parents in to speak about their life in other continents.	A trip to explore Newton Abbot. A trip to the museum to see how Newton has changed geographically over time.	Italian cooking experience-local Italian restaurant?
Facebook opportunities/ Family into school	Photos of the visits. Families into school to explore the children's presentations of their continents.	Photos of the visits. Request for photos and info from school families who may have lived/been raised in a different county.	Photos on Facebook.