

Geography Progression of Skills Year 3 and 4

Year 3 and 4 Cycle A

End of Key stage National Curriculum Expectations:	<u>Autumn Term</u> <u>Urban Pioneers</u>	<u>Spring Term 1</u> <u>Natural Forces- Volcanoes</u>	<u>Summer Term 1</u> <u>Hidden in The Rainforest</u>
<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>I know that the UK's industries are dependent on geographical areas.</p>	<p>I know that the equator separates the Northern and Southern Hemispheres. I know that the capital of Hawaii is Honolulu.</p>	<p>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.</p>
<p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the</p>		<p>I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area).</p>	

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<p>United Kingdom, a region in a European country, and a region within North or South America</p>			
<p>Human and Physical Geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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		<p>I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes.</p> <p>I can identify some of the animals and plants that live in volcanic areas. I can describe some of the human and physical features of Hawaii, a volcanic area.</p> <p>I can carry out my own research about a particular volcano.</p>	<p>I know what deforestation is and why it is happening.</p> <p>I can describe the impact deforestation has on local wildlife and the environment.</p> <p>I can describe ways in which steps are being taken to protect rainforests from deforestation.</p>
<p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>I can use a map of the UK to identify where different industries are more prevalent.</p> <p>I can annotate a world map to show different industries in different countries.</p>	<p>I can locate volcanoes on a world map.</p> <p>I can use a key to label the world's tectonic plates on a map.</p> <p>I can name countries and continents that sit on different tectonic plates.</p>	<p>I can use a world map to find out the names of some countries that have rainforests in them.</p> <p>I can sort countries into those that do and those that don't have areas of rainforest.</p>

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Year 3 and 4 Cycle B

End of Key stage Expectations:	<u>Autumn Term 1</u> <u>Scrumdiddiluptious -</u> <u>'Countries of the World'</u>	<u>Spring Term 1</u> <u>Investigating India</u>	<u>Summer Term 1</u> <u>Blue Abyss- European</u> <u>country: Greece.</u>
<p>Locational Knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>I can name the seven continents of the world independently.</p> <p>I can compare the seven continents by size, number of countries and population.</p> <p>I can name several different countries in each continent.</p> <p>I can name some major capital cities of the world.</p> <p>I know where the North and South Poles are.</p>	<p>I know that India is a country in Asia. I know that New Delhi is the capital of India.</p> <p>I know that India is in the Northern Hemisphere.</p>	<p>I can name different countries in Europe.</p> <p>I can name the seas and oceans surrounding Europe.</p>
<p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>I can compare two different countries and state their similarities and differences.</p>	<p>I can identify similarities and differences in the human and physical geography of the UK and India.</p>	<p>I can compare the human and physical geography of London and Paris.</p> <p>I can ask and answer questions to help me compare and contrast London and Paris.</p>

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<p>Human and Physical Geography</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical.</p> <p>I can describe what some of the climate zones of the world are like.</p> <p>I can identify key physical features of the seven continents, including the tallest mountain and longest river in each.</p> <p>I can describe the difference between human and physical geography.</p> <p>I can use a variety of sources to find out about the physical and human geography of a particular country.</p>	<p>I know that India is one of the most populated countries in the world.</p> <p>I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and I can explain what each of these climates is like.</p> <p>I know what a monsoon is.</p> <p>I can explain how a mountain is formed.</p> <p>I know that there are five different types of mountain formations.</p> <p>I can name and locate some of the major mountain ranges in India, and explore facts about each one.</p> <p>I know that the Ganges River and Narmada River are two of the major rivers in India.</p> <p>I can explain some of the features of the Ganges and Narmada rivers.</p> <p>I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai.</p> <p>I can explore and describe some features of Indian culture and h</p>	<p>I can identify European countries based on human features, such as language, flag and currency.</p> <p>I can identify the capital cities of Europe.</p> <p>I can compare two European capital cities according to their human and physical features.</p> <p>I can use independent research to explore the human and physical features of a particular European country.</p>
<p>Geographical Skills and Fieldwork</p>	<p>I can label each of the seven continents on a world map.</p>	<p>I can locate India on a world map.</p> <p>I can use a climate map with a key to identify different climates in India.</p>	<p>I can locate the countries of Europe, including Russia, on a map of Europe.</p>

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<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>I can locate countries in a particular continent on a world map.</p> <p>I can use given clues to help me locate a country on a world map.</p> <p>I know that I can use an atlas and the internet to find where countries are located in the world.</p> <p>I can use a climate zone map to identify what a country's climate is like.</p> <p>I can locate major capital cities of the world on a map.</p>	<p>I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India.</p> <p>I can use the street view function on Google maps to explore the human and physical features of cities in India.</p> <p>I can use population density maps to compare the populations of India and the UK.</p>	<p>I can locate the capital cities of Europe on a map.</p>
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