



## Milestones Document - Geography in Year 3



Intent	
<p>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.</p>	
Subject Content, Knowledge and Skills:	Progression outcomes
<p><b>Locational knowledge</b> Locate the world's countries using maps to focus on North and South America (Brazil topic), concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristics, including key features (hills, mountains, coasts and rivers)  Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, and the Arctic and Antarctic Circle.</p>	<p>I can locate world continents/countries with a focus on North and South America identifying key human and physical characteristics, countries and major cities. I can name and locate countries and some cities of the UK (London, Birmingham, Manchester, Glasgow and Newcastle). I can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles. I am beginning to relate continent, country, county, city where I live</p>
<p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region within South America (Brazil)</p>	<p>I can describe and compare similarities and differences in the human and physical differences between some regions in the UK and South America (Brazil)</p>
<p><b>Human and Physical Geography</b> Describe and understand key aspects of:  physical geography: volcanoes and earthquakes  human geography, including: types of settlement and land use</p>	<p>I can describe and understand the simple workings of volcanoes and earthquakes. I understand how some physical processes can cause hazards to people (volcanoes and earthquakes) I can recognise that there are some advantages and disadvantages of living in hazard prone areas I can describe and understand some different types of settlement and land use.</p>
<p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and Google Earth to locate countries studied and described features (human and physical)</p>	<p><u>Map making</u> I can, with support, make a simple scale drawing e.g. 1 sq cm = 1 sq m</p>

<p>Use fieldwork to observe measure and record and present the human and physical features in the local area using a range of methods, including sketch maps and simple graphs (Iron Man)</p>	<p>I can make a simple sketch map of the human and physical features in my local area using photographs to help</p> <p><u>Following directions and maps</u></p> <p>I can locate places on a map using a 4 figure grid reference</p> <p>I can use 4 points on a compass; North, South, East and West.</p> <p>I can, with support, follow a route on an OS map.</p> <p>I can, with support, use the key to interpret some symbols on an OS map for routes.</p> <p>I understand the link between a globe and a map.</p> <p><u>Enquiry and Investigation</u></p> <p>I can create a survey to explore human or physical features in the local area.</p> <p>I am beginning to use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p>
<p><b>Key Vocabulary and information:</b></p> <p>Latitude, longitude, Equator, Northern, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, Time zone</p> <p>Volcanoes, earthquakes, water cycle, hills, mountains, coasts</p> <p>Maps, atlases, globes, digital mapping</p> <p>Sketch maps, plans, graphs, key, symbols</p> <p>Field work</p> <p>Urban, rural</p> <p>Observe, measure, record</p> <p>Cities, counties</p> <p>Physical, Human</p> <p>Environment, Regions</p>	<p><b>Building on from...</b></p> <p>The skills and knowledge children have gained in year 2.</p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans using globes, maps and atlases</li> <li>-locate the four countries and capital cities of the UK</li> <li>- explain geographical similarities and differences between an area of the UK and a non-European country.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>-identify hot and cold areas of the world in relation to the Equator and North and South Poles.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>-draw maps and create keys for symbols</li> <li>-locational and directional language is progressed from 'near, far, left , right' to simple compass directions such as North, East, South and West</li> <li>-ask questions about places studied</li> <li>-collect information about local environment and use books to compare similarities and differences</li> <li>-use aerial photographs to identify landmarks</li> </ul> <p><b>What comes next...</b></p> <p>To develop further geographical knowledge and skills through:</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>-locate world continents/countries of Europe and Russia identifying human and physical characteristics</li> <li>-describe where the UK is located and name and locate UK countries and cities</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- describe and compare similarities and differences in the human and physical differences between Italy and the UK.</li> </ul>

**Human and Physical Geography**

-understand and describe rivers (Nile), mountains (Italian), the water cycle and different types of settlement and land use

**Geographical skills and fieldwork**

-locate places on an OS map using a 4 figure grid reference

-beginning to use 8 compass points

- use the key to interpret some symbols and marks on an OS map for routes

-begin to identify and interpret relief maps (high and low elevation points)

-use a digital map (Google Earth/maps) to locate places

-use a range of sources to compare the similarities and differences between human and physical features of places studied