Singleton Church of England Primary School
Progression of knowledge
Geography - Y3

	Year 3 – Unit 1 **Climate and weather**	Year 3 – Unit 2 **Journeys – Our world**	Year 3 – Unit 3 **Coasts**
SUBSTANTIVE CONCEPTS Substantive concepts are concepts that children will come across repeatedly throughout their education in Geography	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources
KEY VOCABULARY	Hot, cold, equator, earth, temperature, forecast	Biome, climate, climate zone, continent, equator, tropical, deciduous, monsoon	Reef, coast, coastline, strandline, dune, cliff, resort, tourism
GEOGRAPHICAL SKILLS	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	• Knows some of the world's climate zones on a globe or map, name examples and have some understanding of them • Knows how to extract geographical data (e.g. Rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations • Describe and give examples of the variety of biomes and vegetation belts • Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • Knows the world's hottest, coldest, wettestand driest locations.	• Improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) • Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • Knows how to use the eight points of the compass to build their knowledge of the wider world.	• Extend their knowledge and understanding beyond the local area to include more of the UK • Knows and can name and locate (some) counties and cities of the UK • Knows about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • Knows the similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • Consider tourism, as both an economic and a pleasurable activity • Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.
MAKING CONNECTIONS **Key knowledge**	**Year 2** • Knows the four seasons and the correct order; and can identify seasonal and daily weather patterns in the UK. • Knows basic weather symbols, and can identify multiple weather types. Can name their local area and they live in the UK and can name the capitals of the UK; • Knows that weather can be different in different parts of the UK. • Knows basic, subject-specific vocabulary relating to physical geography (weather). • Knows and can write sentences about different weather types using good vocabulary. • Knows and can give basic reasons why the UK has the weather it does (e.g. wind) • Knows that not all countries have the same weather patterns and can Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Year 4** • Knows and understands the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and	**Year 2** • Knows how to use compass directions (North, South, East and West) and locational and directional language • (e.g. near and far; left and right) to describe the location of features and routes on a map • Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Knows the UK is an island • the name of the place where I live and where I go to school • Knows what a human environment is • Knows what a natural environment is • Knows some key words to describe a human environment • Knows some key words to describe a natural environment • Knows some human features in my local environment • Knows some natural features in may local environment **Year 4**	**Year 2** • Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'. **Year 4** • Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami

	Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe	• Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. • Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world, including an Earthquake location study	
DISCIPLINARY KNOWLEDGE/ GEOGRAPHICAL SKILLS Disciplinary concepts are concepts used in the study of Geography. They form the basis of many questions' Geographers ask about the past. Disciplinary knowledge includes all the skills that children will need to develop over time in their Geography lessons. They are skills that enable us to critically analyse the world around us. **Key Assessments – Highlighted are the focus but other points will be worked on across the units.**	**Mapping** ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances Relate measurement on large-scale maps to measurements outside. **Fieldwork** ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos **Enquiry and Investigation** ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. **Communication** ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. **Use of ICT/Technology** ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. 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