**Y3 Geography Whole School Progression of Knowledge and Skills**

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| **YEAR THREE** | | | |
| **Context** | **Climate Zones** | **North America** | **Rio and South East Brazil** |
| **Vocabulary/Significant Knowledge** | Climate, weather, latitude, Equator, hemisphere, axis, sphere, season, temperate, tropical, temperature, precipitation, Mediterranean, arid, polar. | The Caribbean, Central America, Denali, Great Lakes, latitude, longitude, Mississipi River, Northern Hemisphere, Western Hemisphere, Canada, Mexico, state, glacier, habitat, mountain range, national park, wilderness, wildlife, Cascades, eruption. | Cerro Aconcagagua, Sao Paulo, Lake Titicaca, La Paz, Northern hemisphere, Southern hemisphere, Ushuaia, Brasilia, latitude, longitude, time zone, tropical, population, culture, favela, recreation, region, trade, export, manufacturing, mining, port, tourism, trade, culture, development, Olympic games, recreation. |
| **Enquiry Questions** | Why does a place’s location in the world affect its climate?  What on earth is a climate zone?  How is the climate in the UK different from that in the tropics?  How does the climate vary around the world?  What is the weather like on a typical day for places in different climate zones?  What is special about each climate zone? | Where is North America and what is it like?  Where and what is the United States of America?  What are the Rockies like?  What happened when Mount St Helens erupted?  Which US state would I like to live in and why?  How does New York compare with Sheffield? | Where is South America and what is it like?  What time is it in different parts of South America?  How does Brazil compare with my country?  What’s special about Rio de Janeiro?  How is my life linked to south-east Brazil?  Were the 2016 Olympic Games good for Brazil? |
| **Locational**  **Knowledge** | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify the position and significance of the Arctic and Antarctic Circle. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Locate the Amazon River, the world’s rainforests, the Amazon, | * Demonstrate knowledge of features about places around them and beyond the UK. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK | * Locate different climate zones around the world. * Identify the position and significance of latitude, longitude and the Equator. * Name and locate the countries near the Equator. * Identify and explain the significance of the Northern Hemisphere and the Southern hemisphere. * Name and locate the USA, North America, South America and the countries within using longitude and latitude. * Name and locate some of the capital cities in North America and South America. * Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) and compare differences between locations in South America and the UK |
| **Place Knowledge** | * Recognise there are similarities and differences between places. * Understand why there are similarities and differences between places | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places | * Recognise there are similarities and differences between places. * Develop an awareness of how places relate to each other * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places |
| **Human And Physical Skills** | * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Explore weather patterns around parts of the world. | * Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. | * Identify, observe, compare and contrast and describe human and physical features. * Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. * Describe how people have been affected by changes in the environment. |
| **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? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * 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. | * 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? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * 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. | * 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? * Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. * Use four figure grid references. * Use the 8 points of a compass. * Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. * 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. |