**Progression of skills: Geography Year Three**

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| National Curriculum  (Abbreviated from SPTO) | * Locate world’s countries, focussing on key physical and human features * Study a region of the UK (not local) * Use 8 points of compass, symbols and keys * Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc * Use fieldwork to observe, measure and record |
| Learning KPIs | * 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? What do you think it might be like if….continues? * analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. * recognise that different people hold different views about an issue and begin to understand some of the reasons why * communicate findings in ways appropriate to the task or for the audience * 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 * make more detailed fieldwork sketches/ diagrams * use fieldwork instruments e.g. camera, rain gauge * use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features * use four figure grid references * use the 8 points of a compass * make plans and maps using symbols and keys |
| Techniques | Local :   * identify where countries are within the UK and the key topographical features * name and locate cities of the UK   Human and physical:   * identify physical and human features of the locality * explain about weather conditions/ patterns around the UK and parts of Europe   Place knowledge:   * understand why there are similarities and differences between places * develop an awareness of how places relate to each other |
| Support |  |
| More Able |  |