

Year 3 Geography Progression

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
The UK and local area			
G.2.1.1. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	G.2.1.2. The child is beginning to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live.	G.2.1.2. The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live.	G.2.1.3. The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.
G.2.2.1. The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)	The child is beginning to locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)	The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)	The child can locate and describe some human and physical characteristics of the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)
The world and continents			
G.2.2.1. Locate the world's countries, focusing on Europe and North and South America.	G.2.2.2.a. The child beginning to locate countries in Europe and North and South America on a map or atlas. The child can describe some European and North and South American cities using an atlas. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA.)	G.2.2.3.a. The child can locate countries in Europe and North and South America on a map or atlas. The child can describe some European and North and South American cities using an atlas. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA.)	G.2.2.4 a. The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, state, city. Identify states in North America using a map. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)

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G.2.2.2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	G.2.2.3.b. The child beginning to use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. (E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.)	G.2.2.3.b. The child can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. (E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.)	G.2.2.4 b. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. (E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude.)
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Physical themes

G.1.3.1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	G.1.3.3.a. The child are beginning to talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a webcam or a weather forecast to answer these questions. Make a simple comparison with the weather in your area.)	G.1.3.3.a. The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a webcam or a weather forecast to answer these questions. Make a simple comparison with the weather in your area.)	G.1.3.4.a. The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)
G.1.3.2. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	G.1.3.3.b. The child are beginning to talk about a natural environment, naming its features using some key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal.)	G.1.3.3.b. The child can talk about a natural environment, naming its features using some key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal.)	G.1.3.4.b. The child can recognise a natural environment and describe it using key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)

Human themes

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G.1.4.1. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	G.1.4.2. The child are beginning to talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card.)	G.1.4.2. The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card.)	G.1.4.3. The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)
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Understanding places and connections

G.1.5.1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	G.1.5.3.a.The child is beginning to make observations about, and describe, the local area and the nearest local green space. (E.g. Make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class. Use different colours to identify its physical and human characteristics.)	G.1.5.3.a.The child can make observations about, and describe, the local area and the nearest local green space. (E.g. Make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class. Use different colours to identify its physical and human characteristics.)	G.1.5.4.a. The child can make observations about, and describe, the local area and its physical and human geography. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.)
G.1.5.2. Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	G.1.5.3.b. The child is beginning describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; be supported in a role-play to explain why they wish to visit this place.)	G.1.5.3.b. The child can describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; be supported in a role-play to explain why they wish to visit this place.)	G.1.5.4.b. The child can describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.)

Map and atlas work

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G.1.6.1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	G.1.6.3.a. The child is beginning to use a world map, atlas or globe to recognise and name some continents and oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. (E.g. Locate the continents where different animals live on a world map, in an atlas or on the wall.)	G.1.6.3.a. The child can use a world map, atlas or globe to recognise and name some continents and oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. (E.g. Locate the continents where different animals live on a world map, in an atlas or on the wall.)	G.1.6.4.a. The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)
G.1.6.2. Use simple 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.	G.1.6.3.b. The child is beginning to locate places on a map of the local area using locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick.)	G.1.6.3.b. The child can locate places on a map of the local area using locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick.)	G.1.6.4.b. The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.)

Fieldwork and investigation

G.1.7.1. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	G.1.7.3.a. The child is beginning to use aerial photos to identify features of a locality. The child can draw a simple map. (E.g. Create models of landmarks seen on a local walk. Order the landmarks as they were seen on the journey.)	G.1.7.3.a. The child can use aerial photos to identify features of a locality. The child can draw a simple map. (E.g. Create models of landmarks seen on a local walk. Order the landmarks as they were seen on the journey.)	G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)
G.1.7.2. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	G.1.7.3.b. The child is beginning to assist in keeping a weekly weather chart based on first-hand observations using picture symbols. The child can locate some features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this with drawings.)	G.1.7.3.b. The child can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. The child can locate some features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this with drawings.)	G.1.7.4.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.)