

Charles Darwin CP School Progression in Geography Year Three

<b>Topic</b>	Land use: how diverse are local and UK landscapes?	Rivers: what's special about them?	Settlements: where do people live and why?	Local area: how is it changing?	Climate zones: what are they and why do they matter?	The water cycle: why is it important?
<b>Theme</b>	Local	Global	Local	Local	Global	Environmental
<b>Prior knowledge</b>	From EYFS Visit local farms From Year 2 Describe features of the UK's countries	From KS1 I know local rivers and their names From Year 2 I can talk about the River Thames	From Year 2 I can name key places to visit in my local area and map how to get there	From A1 and S1 Understand local land use	From KS1 Know about weather patterns and seasons From Y2 Hot and cold places	From KS1 Know about weather patterns and seasons and describe extreme weather
<b>Prior skills</b>	I can identify types of land using satellite images	I can identify rivers on maps	I can use local area maps to locate landmarks.	I have completed local fieldwork studies and collected and analysed data.	I can identify hot and cold areas from satellite images and maps	I can use maps to describe features of hot and cold areas.
<b>Key vocabulary</b>	human feature, physical feature, digital map, land use, settlement, farmer, livestock, agriculture, biodiversity	source, mouth, downstream, tributary, bank, basin, deforestation, embankment, confluence	settlements, popularity, atlas, distribution, contour, natural resources, sustainability	Historical map Census, survey, environmental, special patterns, static	solar energy, poles, equator, latitude, climate, biome, tundra, desert, rainforest, greenhouse gas	process, water vapour, precipitation, purified, reservoir, recycle, sanitation, Global Goals, evaporation
<b>Statutory Requirements</b>	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <b>human geography</b> , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, <b>physical geography</b> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <b>human geography</b> , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	identify the position and significance of latitude, longitude, 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) <b>physical geography</b> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	physical geography, including: the water cycle
<b>Skills covered</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>					
<b>Types of Maps</b>	Digital maps OS maps at 1: 10000 and 1:25000	Historical and new maps for comparison Digital flood map Atlas	Atlas Historic ordinance survey, digimap	Historical map census	Climate zone world map, biome map	UK rainfall map UK temperature map
<b>Key Performance Indicators</b>	I can identify some types of land use in the locality using maps and aerial imagery. I can explain how different parts of the UK are used for different types of farming. I can use four figure grid references to identify different examples of land use in my local area on a 1:25000 map.	I can describe the key features of a river system and explain how rivers drain the land. I can identify some causes and impacts of flooding. I can name some rivers in the UK, Europe and the World	I can locate and identify villages, towns and cities in atlases and on OS maps. I can use old Ordnance Survey maps and photographs to identify some changes in my local area. I can design a new settlement that would be good for the future.	I can create enquiry questions about how my local place has changed and use the data collected. I can interpret fieldwork data to find out more about where I live and how it is changing.	I can understand what the main climate zones are and describe where they are found. I can read information from climate graphs and identify patterns in data I can recognise that sudden changes in climate have an effect on living things.	I can recognise, describe, and sequence processes in the water cycle. I can explain why water is essential for human life and I can identify some of the causes and consequences of people not being able to access water.
<b>Lessons to be covered</b>	1.UK human and physical features 2.Land use in the locality 3.Farming in the UK 4.Different types of land use in the UK 5.Using grid references to identify land use 6.Changing land use	1.Introducing rivers 2.The river's journey 3.Rivers in the UK 4.Flooding rivers 5.Rivers in Europe 6.Mighty rivers of the world	1.Settlement features 2.Villages, towns and cities in the UK 3.Location and growth of settlements 4.Change in our local area 5.Our local town 6.Designing a new settlement	1.Our changing place 2.Measuring settlement change 3.Recording local views 4.Evidence from fieldwork 5.Mapping changes 6.Measuring change in a day	1.Introducing climate 2.Using lines of latitude to locate the main climate zones 3.Climate data and patterns 4.The difference between climate zones and biomes 5.Biomes: The interdependence of plants and animals 6.Climate changes	1.The water cycle 2.Water flow around the school 3.Water around the world 4.Water supply and demand in the UK 5.Water ownership 6.Water inequalities

<b>Assessment Questions</b>	Use a map to show me how land is used in the local area? Is there much farmland around Northwich? What type of farming is most common around Northwich? How does the weather affect farming in the UK?	What is a river? What does meander mean? Where does a river start? Can you name three rivers (one near you, one in Europe and one in the rest of the world)? What causes a flood? What are the impacts of flooding?	Can you find a village, town and city on a map? Which city is close to Northwich?  How has Northwich changed in the two different maps?  What would you need to think about if you were designing a new settlement? What would you need close-by?	How did you find out about changes in Northwich?  What are positive changes? What are negative changes? If you looked out of a window, what things could change during the day?	Where is the equator? Can you name some climate zones?  Look at the climate graph - tell me what it shows us What is a drought? How does it affect living things? How have plants adapted to living in the rainforest?	Why do we need water? Why might people not have access to water? What is the impact of not having water?  Describe how the water cycle works. What is precipitation? How are clouds formed?
-----------------------------	--	---	---	---	---	--