

Year 3 Geography Progression Map



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Year 3

	Entering	Developing	Secure
Locational Knowledge	- Pupils are beginning to locate countries in Europe, North and South America on a map - Pupils are beginning to locate cities of the United Kingdom - Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere	- Pupils are becoming more confident locating countries in Europe, North and South America on a map - Pupils are becoming more confident locating cities of the United Kingdom - Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	- Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map - Pupils can, with increasing accuracy, locate cities of the United Kingdom - Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
Place Knowledge	- Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography - Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	- Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography - Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography	- Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography - Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography
Human and Physical Geography	- Pupils are beginning to describe a few aspects of physical geography - Pupils are beginning to describe a few aspects of human geography	- Pupils are beginning to describe some aspects of physical geography - Pupils are beginning to describe some aspects of human geography	- Pupils can describe a few aspects of physical geography - Pupils can describe a few aspects of human geography

Geographical Skills and Fieldwork	• Pupils are practising using maps, atlases and globes to locate countries and describe features studied • Pupils are beginning to read maps with symbols and key Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these • Pupils are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently • Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies
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