



OUR LADY AND  
ST HUBERT'S  
CATHOLIC PRIMARY SCHOOL



# Geography

Year 3 - Knowledge Progression

# Substantive Knowledge

## Location Knowledge

|                    | Strand | Knowledge                                                                                                    | Vocabulary |  |  |  |  |  |  |
|--------------------|--------|--------------------------------------------------------------------------------------------------------------|------------|--|--|--|--|--|--|
| The Local Area     |        | Name, locate, describe and discuss key landmarks and geographical features of the local area                 |            |  |  |  |  |  |  |
|                    |        | Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations),          |            |  |  |  |  |  |  |
| The United Kingdom |        | Name some key physical features of the UK                                                                    |            |  |  |  |  |  |  |
|                    |        | Name and locate major volcanoes, employing the use of the eight points of a compass, maps, symbols and keys. |            |  |  |  |  |  |  |
| The World          |        | Locate key Earthquake zones of the world.                                                                    |            |  |  |  |  |  |  |
|                    |        |                                                                                                              |            |  |  |  |  |  |  |

## Place Knowledge

|             | Strand | Knowledge                                                                                                                                 | Vocabulary |  |  |  |  |  |  |
|-------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------|------------|--|--|--|--|--|--|
| Comparisons |        | Understand similarities and differences in physical geography between a rural area (Clent/Kinver) and an urban area (Oldbury/Birmingham). |            |  |  |  |  |  |  |
|             |        | Understand similarities and differences in human geography between a rural area (Clent/Kinver) and an urban area (Oldbury/Birmingham).    |            |  |  |  |  |  |  |

## Physical Geography

|                                 | Strand | Knowledge                                                                      | Vocabulary |  |  |  |  |  |  |
|---------------------------------|--------|--------------------------------------------------------------------------------|------------|--|--|--|--|--|--|
| Weather and climate             |        | Understand how climate leads to farming differences across the world           |            |  |  |  |  |  |  |
|                                 |        | Describe and understand key aspects of volcano formation.                      |            |  |  |  |  |  |  |
| Physical Features and Processes |        | Describe the process of volcanic eruptions.                                    |            |  |  |  |  |  |  |
|                                 |        | Know different types of volcano and their physical effects on the environment. |            |  |  |  |  |  |  |

|                                                   |  |  |  |  |  |  |  |
|---------------------------------------------------|--|--|--|--|--|--|--|
| Describe the process of how an earthquake occurs. |  |  |  |  |  |  |  |
|---------------------------------------------------|--|--|--|--|--|--|--|







## Human Geography

|                                | Strand | Knowledge                                                                                                                                            | Vocabulary |  |  |  |  |  |  |
|--------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|--|--|--|--|--|
| Settlements and Land Use       |        | Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) |            |  |  |  |  |  |  |
|                                |        | To describe and understand the effect of volcanoes on settlements and land use.                                                                      |            |  |  |  |  |  |  |
|                                |        | Understand land use of the local area.                                                                                                               |            |  |  |  |  |  |  |
| Economics, Trade and Resources |        | Understand the difference in shops and enterprises in a rural and urban community.                                                                   |            |  |  |  |  |  |  |

## Geography Skills and Fieldwork

|                               | Strand | Knowledge                                                                                                                                                                                                                                           | Vocabulary |  |  |  |  |  |  |
|-------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|--|--|--|--|--|
| Primary Sources               |        | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including annotated sketch maps, plans and graphs and digital technologies.<br><br><i>Clent and Oldbury study</i> |            |  |  |  |  |  |  |
|                               |        | Begin to use paper and digital maps, following symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied.<br><br><i>(Tectonic plates/mountain ranges)</i>                         |            |  |  |  |  |  |  |
| Secondary Sources and Mapwork |        | Construct maps and plans with a key.                                                                                                                                                                                                                |            |  |  |  |  |  |  |
|                               |        | Begin to use the eight points of a compass and four figure grid references.                                                                                                                                                                         |            |  |  |  |  |  |  |
|                               |        | Independently use aerial images to recognise basic physical and human features.                                                                                                                                                                     |            |  |  |  |  |  |  |

# Disciplinary Knowledge

|                                | Strand | Knowledge                                                                                                                                                                                                                                | Vocabulary |  |  |  |  |  |  |
|--------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Asking and answering questions |        | <b>To begin to/with support:</b><br>Ask and respond to geographical questions using evidence to support answers.                                                                                                                         |            |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Analysing and communicating    |        | <b>To begin to/with support:</b><br>Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. |            |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Evaluating and debating        |        | <b>To begin to/with support:</b><br>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.                                                                          |            |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|                                |        | <b>To begin to/with support:</b><br>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.                                                         |            |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

