Year 3	Below	Just below	Inline
Locational Knowledge The UK and local area The world and continents	• 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 Understanding places and connections	• 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 Field word and investigation Map and atlas work	• 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.

Year 3	Greater depth
Locational Knowledge *The UK and local area* *The world and continents*	• Pupils 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. • Pupils 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.)* • Pupils can locate some countries in Europe and North and South America on a map or atlas. • Pupils 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.)* • Pupils 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.)*
Place Knowledge *Understanding places and connections*	• Pupils can understand the **physical and human geography** of the UK and its contrasting human and physical environments. • Pupils can explain why some regions are different from others. *(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)* • Pupils can describe and compare similarities and differences between some regions in Europe and North or South America. • Pupils can understand how the human and physical characteristics of one **region** in Europe and North or South America are connected and make it special. *(E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)* • Pupils can understand how physical **processes** can cause hazards to people. • Pupils can describe some advantages and disadvantages of living in hazard-prone areas. *(E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research.)*
Human and Physical Geography	• Pupils can indicate tropical, temperate and polar **climate zones** on a globe or map and describe the characteristics of these zones using appropriate • vocabulary. *(E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.)* • Pupils can use simple geographical vocabulary to describe significant physical features and talk about how they change. • Pupils can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. • Pupils can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. *(E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)* • Pupils can identify and sequence a range of **settlement** sizes from a village to a city. • Pupils can describe the characteristics of **settlements** with different functions, e.g. coastal towns. • Pupils can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. *(E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)*
Geographical Skills and Fieldwork *Field word and investigation* *Map and atlas work*	• Pupils can use a map or atlas to locate some countries and cities in Europe or North and South America. • Pupils can use a map to locate some states of the USA. • Pupils can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. *(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)* • Pupils can use four-figure grid references. • Pupils can give direction instructions up to eight compass points. • Pupils can adeptly use large-scale maps outside. *(E.g. Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.)* • Pupils can make a map of a short route with features in the correct order and in the correct places. • Pupils can make a simple scale plan of a room. • Pupils can present information gathered in **fieldwork** using simple graphs. • Pupils can use the zoom function of a digital map to locate places. *(E.g. Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.)* • Pupils can, in a group, carry out **fieldwork** in the **local area** selecting appropriate techniques. *(E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.*