INSPIRE   NURTURE   BELIEVE   ACHIEVE

Working **together** to be the **best** that we can be.

Knowledge Milestones: Geography – Y3

Year 3 – Key Milestones			
Topics Cycle A	**Autumn 2** Lake District (Weather/Tourism) - UK	**Spring 2** Volcanoes and Earthquakes	**Summer 2** Local Geography -Leeds/Yorkshire
Topics Cycle B	**Autumn 2** South America	**Spring 2** France - Europe	**Summer 2** Great Britain
Cycle A	**Autumn 2: Lake District (weather and tourism) - UK**		
Knowledge specific milestones	**Emerging:** • I can locate the UK on a world map. • I can names the 4 countries of the UK and label them on a map. • I can locate North Yorkshire and Cumbria on a map. • I know that I live in the county of North Yorkshire. • I can explain why Cumbria is also called the Lake District. • I can explain what a lake is and name one lake in the Lake District. • I can match features from aerial photographs to maps, working as part of a group with support. • I can compare temperatures in the Lake District at different times of the year. • I can say how the Lake District has changed in recent years (e.g. Pooley Bridge washed away in flooding) • I can describe the landscape of the Lake District in an information leaflet. **Expected (meets all Emerging milestones plus):** • I can locate the place where I live and describe where it is in the UK using North, South, East and West. • I can locate the Lakeland Fells on a map. • I can describe what a lake and a mountain are, using geographical vocabulary. • I can name one mountain in the Lake District. • I can explain what land use is. • I can match features from aerial photographs to maps. • I can compare and comment on changes in temperature and rainfall in the Lake District at different times of the year. • I can answer the question - What is the landscape of the Lake District like? • I can suggest how the landscape of the Lake District has changed. • I can create a persuasive leaflet to encourage people to visit the Lake District. **Exceeding (meets all previous milestones plus):** • I can give a detailed explanation of what a lake and a mountain are. • I can name an example of a lake and mountain in the Lake District. • I can use a number of aerial photographs and maps to locate features of the Lake District. • I can explain changes in the weather in the Lake District and illustrate my understanding using charts or graphs. • I can explain what tourism is. • I can choose my own resources to help me to answer the question – What is the landscape of the Lake District like? • I can explain how the landscape of the Lake District has changed and suggest why. • I can produce a persuasive leaflet to encourage people who visit the Lake District to be careful tourists.		

Cultural diversity/gender equality	**Beatrix Potter** - responsible for lots of tourism in Lakes, different because female published under own name and famous in own lifetime. Was actually a well-educated and keen natural scientist and carried out research into reproduction of type of mushroom. Was not allowed to present her research herself because she was a woman! Posthumous apology issued.		

Cycle A	**Spring 2: Volcanoes and Earthquakes**

Knowledge specific milestones	**Emerging:** • I can name the continents. • I know that I live in Europe. • I can relate the continent, country, county and town where I live. • I can use a globe and map to show the position of the poles, the equator and the Northern and Southern Hemisphere. • I can locate the UK, Italy and one other country on a map of Europe. • I can describe a volcano using simple vocabulary by creating a detailed, labelled diagram. • I can explain what happens when a volcano erupts. • I know that Mount Vesuvius was the volcano which destroyed Pompeii. • I can, with support, explain what happens during an earthquake. • I can suggest how places may be changed by a volcanic eruption using Pompeii as an example. **Expected (meets all Emerging milestones plus):** • I can describe where the UK is located in Europe using North, South, East and West. • I can name a number of countries in Europe including Russia and locate them on a map. • I can locate the tropics of Cancer and Capricorn on a globe. • I can describe the significant features of a volcano, in writing and diagrams. • I can explain how volcanoes change, in writing and diagrams. • I can name 3 volcanoes from around the world. • I can, with support, explain the features of an area associated with earthquakes. • I can suggest how a place may be changed by a volcanic eruption or an earthquake. **Exceeding (meets all previous milestones plus):** • I can name a number of countries in Europe and their capital cities and locate them in an atlas. • I can describe the location of European countries in relation to each other using North, South, East and West. • I can recognise lines of latitude and longitude on a globe and suggest their purpose. • I can explain what the 'ring of fire' is and make links to volcanoes and earthquakes. • I can describe several physical features of volcanoes and describe how they change using writing and diagrams. • I can use appropriate geographical vocabulary to explain what causes an earthquake.

Cultural diversity/gender equality	**Impact of earthquakes/nat disasters on poorer communities? Haiti vs Christchurch (NZ)** https://www.bbc.co.uk/bitesize/guides/zw7s4j6/revision/3 (adult level info) **Red Cross Website**	

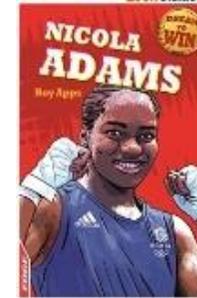| Cycle A	Summer 2: Local Geography – Leeds/Yorkshire
Knowledge specific milestones	**Emerging:** • I can names the 4 countries of the UK and label them on a map. • I can name the capital cities of the 4 countries on a map. • I can locate the counties of Cumbria, North Yorkshire and West Yorkshire on a map. • I can locate Leeds on a map • I can sort physical and human geographical features, with support. • I can use a letter and number grid to locate human features of Leeds and our village. • I know that the River Aire flows through the centre of Leeds. • I can name the River which flows through my closest town (Wharfe or Nidd). • I can explain the vocabulary - land use, village and city. • I can classify land uses as village, city or both. • I can produce a sketch map of part of our village. • I can compare historical and modern day maps of Leeds and identify a similarity and a difference. • I can use large scale maps outside in our village and give directions up to 4 compass points, with support. **Expected (meets all Emerging milestones plus):** • I can locate major urban areas of the UK on a map. • I can locate where I live in the UK using North, South, East and West to describe it's position. • I can sort physical and human geographical features as part of a group. • I can use digital images and aerial photographs and fieldwork to help me to identify land use. • I can explain how land is used in our village using language such as settlement, trade links and agriculture. • I can explain how land is used in Leeds using language such as settlement, trade links and agriculture. • I can produce a sketch map of our village including a key. • I can use 4 figure grid references to locate features of our village and Leeds, with support. • I can discuss similarities and differences between a village and a city. • I can say how Leeds has changed since the 1800s from historical maps. • I can use large scale maps outside in our village and give directions up to 4 compass points as part of a group. **Exceeding (meets all previous milestones plus):** • I can name and locate a number of UK cities on a map. • I can identify landmarks as physical or human features of the UK. • I can compare physical and human features of our villages and Leeds. • I can use fieldwork to investigate the different types of houses in part of our village compared to Leeds. • I can use 4 figure grid references to locate features of our village and Leeds. • I can suggest reasons for similarities and differences between our village and Leeds. • I can recognise that physical features of Leeds remain unchanged since the 1800s and can comment on how human features have changed, suggesting why. • I can use large scale maps outside in our village and give directions up to 8 compass points as a group. • I can recognise patterns on maps and suggest what they mean. • I can recognise patterns on maps and explain what they show.

| Cultural diversity/gender equality | Nicola Adams - https://www.amazon.co.uk/dp/B00OKJWX1Q/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1

Olympic Boxer from Leeds, LGBTQ advocate | |

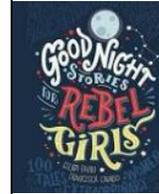| Cycle B	Autumn 2: South America
Knowledge specific milestones	**Emerging:** • I can name the continents. • I know that I live in Europe. • I can relate the continent, country, county and town where I live. • I can use a globe and map to show the position of the poles, the equator and the Northern and Southern Hemisphere. • I can locate South America on a world map. • I can name at least 2 countries in South America. • I can define – mountain, river, rainforest, desert. • I can locate these features on maps and aerial photographs with support. • I can label diagrams of the natural features mentioned using simple geographical vocabulary. • I can write descriptively about the rainforests of South America. • I can explain the meaning of Fairtrade and why it is important. • I can identify Fairtrade products • I can talk about Rio de Janeiro and compare the human features, with support. **Expected (meets all Emerging milestones plus):** • I can describe where South America is in relation to the other continents using North, South, East and West.. • I can name a number of countries in South America and locate them on a map. • I can locate the tropics of Cancer and Capricorn on a globe. • I can describe different natural features which may be found in South America using writing and diagrams. • I can describe in detail the rainforests of South America. • I can locate these features on maps and aerial photographs as part of a group. • I can suggest the impact which Fairtrade products can have on small communities. • I can describe the human features of Rio de Janeiro, including life in the Favelas. **Exceeding (meets all previous milestones plus):** • I can name a number of countries in South America and their capital cities and locate them in an atlas. • I can describe the location of South American countries in relation to each other using North, South, East and West. • I can recognise lines of latitude and longitude on a globe and suggest their purpose. • I can use geographical vocabulary to explain the features of the natural landscapes in South America with writing and diagrams. • I can locate these features on maps and aerial photographs, identifying patterns and suggesting their meaning. • I can write about the changes which have taken place in the rainforests of South America. • I can explain why Fairtrade is so important for developing countries and explore the idea of global citizenship and social responsibility. • I can investigate the human features of Rio de Janeiro, including life in the Favelas.

Cultural diversity/gender equality	**Favelas – tourism vs real life in Rio**	**Eva Peron – rebel girls**
		https://www.youtube.com/watch?v=FXYlwvzZVlI

Cycle B	Spring 2: France
Knowledge specific milestones	**Emerging:** • I can name the continents. • I know that I live in Europe. • I can relate the continent, country, county and town where I live. • I can use a globe and map to show the position of the poles, the equator and the Northern and Southern Hemisphere. • I can locate the UK, France and one other country on a map of Europe. • I can, with support, ask geographical questions about a region of France. • I can sort physical and human geographical features, with support. • I can use a letter and number grid to locate human features on aerial photographs or maps. • I can describe the physical and human features of an area of France. **Expected (meets all Emerging milestones plus):** • I can describe where the UK is located in Europe using North, South, East and West. • I can name a number of countries in Europe including Russia and locate them on a map. • I can locate the tropics of Cancer and Capricorn on a globe. • I can ask geographical questions about a region of France as part of a group. • I can sort physical and human geographical features as part of a group. • I can use maps, digital images and aerial photographs to help me to identify physical and human features. • I can use 4 figure grid references to locate features, with support. • **Exceeding (meets all previous milestones plus):** • I can name a number of countries in Europe and their capital cities and locate them in an atlas. • I can describe the location of European countries in relation to each other using North, South, East and West. • I can recognise lines of latitude and longitude on a globe and suggest their purpose. • I can ask geographical questions about a region of France. • I can identify landmarks as physical or human features of a region of France. • I can recognise patterns on maps and suggest what they mean.
Cultural diversity/gender equality	**Refugee Camps in Calais** The Journey by Francesca Sanna The day the war came by Emily Davies https://care4calais.org/the-refugee-crisis/ Adult level knowledge

Cycle B	Summer 2: Great Britain
Knowledge specific milestones	**Emerging:** • I can name the 4 countries of the UK and label them on a map. • I can name the capital cities of the 4 countries on a map. • I can locate where I live in the UK and relate the continent, country, county, city/town. • I can locate and name at least 5 counties on a map. • I can sort physical and human geographical features, with support. • I can use a letter and number grid to locate physical and human features in the UK. • I can name the river which flows through London and the one which flows through my closest town. • I can use mathematical skills(place value) to compare statistics about the UK (river length, mountain height, populations etc) **Expected (meets all Emerging milestones plus):** • I can locate major urban areas of the UK on a map and can name at least 5 different cities (not capitals). • I can locate where I live in the UK using North, South, East and West to describe it's position in relation to nearby counties. • I can sort physical and human geographical features as part of a group. • I can use digital images and aerial photographs and fieldwork to help me to identify human and physical features of the UK. • I can use 4 figure grid references to locate features of the UK with support. • I can give directions between these features using 4 compass points, working with a partner. • I can define - trade links, industry, tourism and agriculture. • I can use charts to present data about the UK (river length, mountain height, populations etc) **Exceeding (meets all previous milestones plus):** • I can name and locate a range of cities and most counties using an atlas. • I can identify landmarks as physical or human features of the UK. • I can compare physical and human features of the UK. • I can use 4 figure grid references to locate features of the UK. • I can give directions between these features using 4 compass points. • I can locate areas of the UK which are known for - trade links, industry, tourism and agriculture and suggest why. • I can use charts to present data about the climate of the UK in different areas (comparing rainfall, temperature etc).
Cultural diversity/gender equality	**If the world were a village** – what do we know about these cultures/languages that are so much more prevalent than ours? Why do we expect others to learn our language? Are we open enough to following their cultures?