

Melandra Class – Years 3 and 4

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent What are rivers and how are they used?	Builds on KS1 coasts and water features and on early KS2 map work and physical-process explanations.	Know the main stores and processes in the water cycle; describe upper, middle and lower river courses; identify key river features; locate major rivers; explain different human uses of rivers and some associated problems; recognise how physical and human features interact around a river; understand that environmental quality can be judged and improved.	Use maps and atlases to locate rivers; identify a river on an OS map; interpret physical and human features; carry out river or comparable waterside fieldwork; make an environmental-quality judgement from evidence and propose improvements.	water cycle; evaporation; condensation; precipitation; source; tributary; meander; waterfall; floodplain; mouth; estuary; river course; OS map; environmental quality	Deepens understanding of physical processes and human-environment interaction, supporting later work on oceans, resources and sustainability.
Lent Who lives in Antarctica?	Builds on Year 2 hot/cold places and continents and develops KS2 positional language and climate knowledge.	Know that latitude and longitude describe position; understand that the Northern and Southern Hemispheres experience seasons at different times; define climate zones; locate Antarctica in the far south and describe its polar climate and physical features; know that people do not live there permanently but visit mainly for scientific research and tourism; understand how clothing, equipment and behaviour enable people to work in extreme environments; know the broad outcome of Shackleton's expedition.	Use maps and globes to locate Antarctica; use latitude/longitude language; plot four-figure grid references; begin using the eight compass points; use digital-map zoom and aerial views; plan and evaluate a local expedition/fieldwork route.	Antarctica; latitude; longitude; hemisphere; climate zone; polar; ice sheet; iceberg; ice shelf; research station; tourism; expedition; grid reference; compass	Supports later study of climate zones, biomes, deserts and how people adapt to contrasting environments.
Pentecost Are all settlements the same?	Builds on identifying human features and using maps, and on understanding how environments influence where and how people live.	Know the differences between villages, towns and cities; locate selected UK cities and geographical regions; recognise common types of land use; understand that the location of features is influenced by physical and human factors; know that places change over time; locate New Delhi and identify its human and physical features; compare land use and settlement features in New Delhi with the local area.	Read an OS-map legend; follow a route on an OS map; observe and record local land use; use fieldwork evidence to explain feature locations; compare maps, photographs and other evidence from different places and times.	settlement; village; town; city; land use; residential; commercial; industrial; agricultural; OS map; legend; route; region; New Delhi; urban; rural	Provides foundations for later work on trade, population, migration, resources and increasingly complex place comparisons.