



## Geography Knowledge Progression Grid

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Locational knowledge</b>	<p><b>Geographical knowledge</b></p> <ul style="list-style-type: none"> <li>To know that we live in Wigan and that Wigan is a town in Greater Manchester.</li> </ul>	<p><b>Local area study with comparison</b></p> <ul style="list-style-type: none"> <li>To know that geography is the study of how people and places are connected.</li> <li>To identify and observe familiar physical and human geographical features of the immediate vicinity of my school.</li> <li>To know that I live in the United Kingdom, within Europe and be able to identify and locate it.</li> <li>To know the four nations of the United Kingdom and their capitals.</li> <li>To name and locate the world's seven continents and five oceans</li> <li>To offer reasons for changes in land use in the local area of the school.</li> </ul>	<p><b>Change over time - local area comparison</b></p> <ul style="list-style-type: none"> <li>To know how some environmental changes are the result of natural events or deliberate human activity to improve the quality of life.</li> <li>To know how an aspect of life in the local area has changed over time.</li> <li>To recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale.</li> <li>To explain the impact of environmental change in one threatened region of the world.</li> </ul>	<p><b>Geographical knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>

		<ul style="list-style-type: none"> <li>To understand that the many different uses of land observed in the local area can be grouped into a smaller number of categories.</li> <li>To plot, describe and explain a geographical walk around the local area.</li> </ul>		
<b>Place knowledge</b>		<p><b>Non-European country (Asia)</b></p> <ul style="list-style-type: none"> <li>To identify the Equator and north and south poles.</li> <li>To compare my own location with another in a non-European country.</li> <li>To identify time differences and estimate distances between the UK and other locations in the world.</li> <li>To know types and key features of traditional homes in my local and contrasting area offering reasons for any similarities or differences observed.</li> <li>To be able to suggest reasons for similarities between a school/school life in my own school and in the contrasting location.</li> </ul>	<p><b>North America study</b></p> <ul style="list-style-type: none"> <li>To locate and compare the states of the United States of America.</li> <li>To describe the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world.</li> <li>To compare and contrast the Floridian peninsular with a number of peninsulas around the world.</li> <li>To know the features and achievements of the Kennedy Space Centre and explain the geographical reasons for its location.</li> <li>To compare the climate of the United Kingdom and Florida, particularly in relation to temperature and sunshine hours.</li> <li>To know the best time climatically for British tourists to holiday in Florida.</li> </ul>	<p><b>European country (Iceland)</b></p> <ul style="list-style-type: none"> <li>To compare and contrast the countries of Europe.</li> <li>To compare and contrast the physical and human geography of with our local area.</li> <li>To discuss the key geographical features of the Westman islands region of Iceland and the island of Hiemaey.</li> <li>To discuss how and why the environment of Hiemaey has changed over time.</li> <li>To make judgements about the positive and negative impact of these changes on the lives of people in Hiemaey.</li> </ul>

			<ul style="list-style-type: none"> <li>To explain how hurricanes form and why they present such a threat to the people of Florida.</li> </ul>	
<p><b>Physical geography</b></p>	<ul style="list-style-type: none"> <li>To know there are hot and cold countries.</li> <li>To know the four seasons.</li> </ul>	<p><b>Weather and climate (linked to Antarctica)</b></p> <ul style="list-style-type: none"> <li>To know that the concept of weather is the changeable conditions in the atmosphere.</li> <li>To know that climate means the average weather conditions of a place over an extended period of time.</li> <li>To discuss ways in which the weather has changed during a period of measurement including the four seasons of the year and give reasons for these changes.</li> <li>To understand how weather can be monitored.</li> <li>To know there are hot and cold places in the world.</li> <li>To explain in simple terms why the temperature of places decreases with the distance from the Equator towards to north and south poles.</li> <li>To discuss the key geographical features of the Antarctic environment.</li> </ul>	<p><b>Climate zones - jungles and deserts</b></p> <ul style="list-style-type: none"> <li>To explain in basic terms, the pattern of climate in the United Kingdom.</li> <li>To offer reasons for the distribution of different types of climate around the world.</li> <li>To compare and contrast the temperature and rainfall data in different climate graphs.</li> <li>To understand how climate affects both the landscape of different biomes and the plants and animals that can live there.</li> <li>To discuss how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</li> <li>To discuss why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.</li> <li>To know the natural environment of the Atacama Desert and explain why Arica is the driest inhabited place in the world.</li> </ul>	<p><b>Climate zones/change</b></p> <ul style="list-style-type: none"> <li>To explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people.</li> <li>To make judgements as to the impact on people of changing weather patterns in Victoria, Southeast Australia.</li> <li>To understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels.</li> <li>To reflect upon the implications of changing weather patterns on the people of Greenland.</li> <li>To explain how global warming is affecting weather around the world and evaluate its impact in different places.</li> </ul>

		<ul style="list-style-type: none"> <li>• To locate the Amazon Basin and discuss its typical daily weather, suggest reasons why it's so hot and wet and so different from the Sahara Desert and Antarctica.</li> <li>• To know ways in which penguins are adapted to the Antarctic environment.</li> <li>• To identify countries in Africa which lie within the Sahara Desert.</li> <li>• To explain why Antarctica is a desert despite being the coldest place on Earth.</li> <li>• To discuss ways that the Arctic region and North Pole is similar to and different from Antarctica and the South Pole.</li> <li>• To identify and discuss geographical features of a South American country that a polar bear visits on his journey to Antarctica.</li> <li>• To compare and contrast the weather and climate of Antarctica and Zambia.</li> <li>• To design and construct a simple model of a waterfall and use it to identify and discuss some of its geographical features.</li> <li>• To give reasons why an ostrich doesn't need to fly and explain how this is very similar to a penguin.</li> </ul> <p><b>Coastal study</b></p>	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• To know the causes of earthquakes.</li> <li>• To discuss the effects of the Christchurch earthquake of 2011.</li> <li>• To know why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction.</li> <li>• To explain the causes of volcanoes.</li> <li>• To explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how and why countries around the world have acted to reduce global warming and how effective this might be.</li> <li>• To understand how individuals, families and communities such as school can make a contribution to reducing greenhouse gas emissions.</li> <li>• To explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world.</li> </ul> <p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>• To explain how volcanoes form, observe the global pattern of volcanoes and give reasons for this distribution.</li> <li>• To know the stages in the manufacture of an economic activity (fish processing).</li> <li>• To know what export, import and trade entails.</li> <li>• To make a geographical judgement as to whether earthquakes are more dangerous than volcanoes.</li> </ul> <p><b>Mountains</b></p>
--	--	---	--	---

		<ul style="list-style-type: none"> <li>• To know the main physical and human features of seaside environments.</li> <li>• To discuss popular activities undertaken at the seaside.</li> <li>• To identify reasons for the presence of pollution on a beach and explain how people can take greater care of the seaside environment.</li> <li>• To discuss and explain why seaside holidays have changed in living memory.</li> <li>• To identify, discuss and offer reasons for European flight destinations from Manchester and Liverpool airports.</li> <li>• To compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians.</li> </ul>		<ul style="list-style-type: none"> <li>• To discuss what geographers define as mountains and understand how this can lead to disagreements.</li> <li>• To identify, locate and discuss the locations of the largest ranges of mountains in the world and the countries that they cover.</li> <li>• To explain how the movement of plates of the Earth's crust can form ranges of fold mountains.</li> <li>• To reflect upon the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924.</li> <li>• To know how fossils are formed.</li> <li>• To reflect on the differences between the Cambrian Mountains of Wales and the Himalaya mountains.</li> <li>• To know why the mountains of the north and west of the UK are generally wetter and cooler than places in the south and east.</li> <li>• To know the tourist attractions of the Cambrian mountains using evidence from Ordnance survey maps.</li> <li>• To know why reservoirs were constructed by the city of Birmingham on the mountains of central wales over 100 years ago.</li> <li>• To understand that even 'green and 'renewable'</li> </ul>
--	--	---	--	---

				<p>energy schemes have environmental costs.</p> <ul style="list-style-type: none"> <li>To know why Scotland is an attractive winter sports centre.</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>To know how physical features of rivers change from source to mouth.</li> <li>To explain how the course of a river changes as it flows from higher to lower ground.</li> <li>Use OS maps, aerial photographs and GIS to explain how physical features change along the course of a river.</li> <li>To know about local rivers and to discuss changes along a section of a local river.</li> <li>To know the features of a river estuaries and why they are such important ecosystems for wildlife.</li> <li>To discuss the components of the hydrological (water) cycle and the important role that rivers play.</li> </ul>
<p><b>Human geography</b></p>	<ul style="list-style-type: none"> <li>To recognise that all the food we eat comes from either plants or animals</li> </ul>	<p><b>Farming/food production</b></p> <ul style="list-style-type: none"> <li>To recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings</li> </ul>	<p><b>Combined megacities and sustainable living</b></p> <ul style="list-style-type: none"> <li>To discuss the key features of cities.</li> <li>To compare and contrast the benefits and disadvantages of city life.</li> </ul>	<p><b>Fairtrade</b></p> <ul style="list-style-type: none"> <li>To discuss why the Silk Road was the most important trading route in the history of the world.</li> <li>To reflect upon some of the changes that occurred as a result of the movement of</li> </ul>

		<p>where those plants and animals are produced.</p> <ul style="list-style-type: none"> <li>• To know the main features of a dairy farm and how milk is used as a raw material in a wide range of dairy products.</li> <li>• To identify and discuss the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its town and cities.</li> <li>• To begin to understand why the weather in Devon makes it a good place for dairy farming.</li> <li>• To know how cheese is exported from farms.</li> <li>• To understand what locally produced, UK grown, free-range and imported means.</li> <li>• To know about local farming in Bamfurlong.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the distribution of megacities across the continents of the world.</li> <li>• To know why Baghdad was the first city in the world with a million inhabitants.</li> <li>• To know why Milton Keynes in particular is the fastest-growing city in the United Kingdom.</li> <li>• To discuss features of the city of Brasilia.</li> <li>• To know what living sustainably means.</li> <li>• To know in basic terms how solar panels and wind turbines generate electricity.</li> <li>• To know how electricity is generated in hydroelectric power stations and how sources of energy used to make electricity are changing.</li> <li>• To know why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable.</li> <li>• To know ways in which their lives at home could be more environmentally sustainable.</li> </ul>	<p>people and commodities along it.</p> <ul style="list-style-type: none"> <li>• To discuss why and how countries trade with each other.</li> <li>• To identify the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading.</li> <li>• To compare and contrast a range of commodities most commonly imported and exported between the UK and China.</li> <li>• To know why the terms of international trade are not always fair for some producers of goods in other countries around the world.</li> <li>• To discuss what Fairtrade-certified means and judge the benefits to be gained from the certification.</li> <li>• To evaluate the extent to which my school currently engages with Fairtrade, understand any constraints that exist and recommendations for the future.</li> </ul> <p><b>Britain's National Parks</b></p> <ul style="list-style-type: none"> <li>• To identify, locate, and discuss the distribution of the 15 National Parks in the UK. To locate the Lake District as the nearest national park to Wigan.</li> </ul>
--	--	--	---	--

				<ul style="list-style-type: none"><li>• To know the common key natural features of the National Parks of the UK and discuss why they are referred to as the country's 'breathing spaces';</li><li>• Discuss those other special qualities of the Lake District which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this ( Castlerigg, Keswick, Honister slate mine).</li><li>• Know about the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom.</li><li>• Understand who looks after National Parks in the UK and reflect upon and the importance of the jobs that people do.</li><li>• Understand through explanation the main similarities and differences between National Parks in the UK and those in the United States.</li></ul>
--	--	--	--	--

