

# Knowledge Progression in Geography at Foundation Stage

	Expectations for Nursery			Expectations for Reception			ELG
<b>Geography links</b>	Knows that we live in Westhoughton	Knows that our country is England	Knows that there are different countries in the world	Can ask questions about the world and enjoys looking at maps	Recognise some environments that are different to the one in which they live	Recognise some similarities and differences between life in this country and life in other countries	Describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

# Knowledge Progression in Geography at Key Stage One

	<p><b>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time - (How the UK has changed since the Victorian era)</b></p>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - (Australia – contrasting European and non-European countries)</b></p>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – (The Olympics)</b></p>	<p><b>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at Key Stage 1 – (The United Kingdom)</b></p>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – (On Safari – Africa)</b></p>
<p><b>Year 1 &amp; 2</b></p>	<ul style="list-style-type: none"> <li>✓ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>✓ Use basic geographical vocabulary to refer to:</li> <li>✓ key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>✓ Use Geography skills to research the British Empire and the growing trade relationships through the Victorian period.</li> <li>✓ Investigate and compare life expectancy of the populace of the UK</li> <li>✓ Use geography skills to compare and contrast geographical areas of importance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and locate the world’s seven continents and five oceans.</li> <li>✓ Compare and contrast the physical features of an area in a contrasting non-European country- Australia</li> <li>✓ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>✓ Use basic geographical vocabulary to refer to:</li> <li>✓ key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>✓ key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>✓ Compare where people live and how they live to that of the UK</li> <li>✓ Location of famous landmarks and their significance on the Geography – Ayers rock.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and locate the world’s seven continents and five oceans.</li> <li>✓ Compare and contrast the physical features of an area in a contrasting non-European country – Japan</li> <li>✓ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>✓ Identify the geography of the host nation Japan and look at its features as a group of islands.</li> <li>✓ Locate the capital and other major cities.</li> <li>✓ Investigate population and other key human geographical features asking questions like ‘where?’, ‘what?’, and ‘who?’ about the countries environments e.g. ‘What is it like to live in this place?’</li> <li>✓ Research the participants and the geography of a few countries of choice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>✓ Compare and contrast the physical features of a small area of the UK.</li> <li>✓ Use basic geographical vocabulary to refer to: key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>✓ Investigate the geography of Westhoughton and its location on the UK map. Refer to cities and towns as locational language.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and locate the world’s seven continents and five oceans.</li> <li>✓ Compare and contrast the physical features of an area in a contrasting non-European country- <b>Kenya/ South Africa</b></li> <li>✓ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>✓ Use basic geographical vocabulary to refer to:</li> <li>✓ key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>✓ key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>✓ Compare where people live and how they live to that of the UK.</li> <li>✓ Investigate population and other key human geographical features asking questions like ‘where?’, ‘what?’, and ‘who?’ about the countries environments e.g. ‘What is it like to live in this place?’</li> </ul>

# Knowledge Progression in Geography at Lower Key Stage Two

	<p><b>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – (The Rainforest)</b></p>	<p><b>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies – (Local Study: What Can I see From My Window?)</b></p>	<p><b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America – (European Study: France)</b></p>	<p><b>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies – (Local Study: 'Cottonopolis')</b></p>
<p>Year 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>✓ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, relating to rainforests and their location.</li> <li>✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains <b>Human</b> geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>✓ Discover the four main layers of the rain forest.</li> <li>✓ Explore the lives of tribal families and how they use the rainforest as a source, compare this to life in the UK.</li> <li>✓ Explore the rainfall and climate of rainforests and how this affects the creatures and plants that live in the four layers.</li> <li>✓ Identify the food sources of the forest and how deforestation plays a key role for the creatures that dwell there.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and locate counties and cities of the United Kingdom.</li> <li>✓ Locate the UK on a map and find Westhoughton, its closest town, city and the county in which it sits.</li> <li>✓ To study a region of the UK.</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: climate zones, biomes and rivers, mountains <b>Human</b> geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>✓ To know how Westhoughton has changed over time, ask questions about it today and how it could be in the future.</li> <li>✓ To be able to say where Westhoughton is in relation to the wider region of the North-West of England.</li> <li>✓ To use sources of information to answer Geographical questions.</li> <li>✓ To be able to describe where on a map Westhoughton is located using knowledge of their homes, school and familiar places.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Locate the world's countries, using maps to focus on Europe and North and South America, particularly France in relation to UK.</li> <li>✓ To study a region in a European country (France – Brittany /Normandy).</li> <li>✓ To understand geographical similarities and differences through the study of human and physical geography of a region of France.</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: climate zones, biomes and rivers, mountains <b>Human</b> geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>✓ To understand the geographical similarities of a French region to that of Bolton area.</li> <li>✓ To be able to describe where on a map of Europe Normandy / Brittany is located.</li> <li>✓ To use the physical landscapes depicted in a range of art-works to characterise the features of different climate zone within France.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and locate counties and cities of the United Kingdom.</li> <li>✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, in relation to the trade routes of Victorian Britain.</li> <li>✓ To study a region of the United Kingdom in relation to the Industrial revolution of Great Britain.</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>Human</b> geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>✓ To know how Westhoughton has changed over time, ask questions about it today and how it could be in the future.</li> <li>✓ To be able to say where Westhoughton is in relation to the wider region of the North-West of England.</li> <li>✓ To use sources of information to answer Geographical questions.</li> <li>✓ To be able to describe where on a map Westhoughton is located using knowledge of their homes, school and familiar places.</li> <li>✓ To study the physical developments such as canal formation, mining and railways and their impact upon the land today.</li> </ul>

# Knowledge Progression in Geography at Key Stage Two

	<p><b>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b> <b>Mountains, Rivers and Coasts - (The Water Cycle)</b></p>	<p><b>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle – (Volcanoes)</b></p>	<p><b>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. – (Stone Age to Iron Age: Hill Forts and their significance)</b></p>	<p><b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America – (Case Study: South America)</b></p>
<p>Year 5 &amp; 6</p>	<ul style="list-style-type: none"> <li>✓ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>✓ Name and locate counties and cities of the United Kingdom.</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>Human</b> geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>✓ Investigate the foundation of rivers using a source close to school, Hall Lee Brook</li> <li>✓ Investigate the importance of rivers to settlements, focussing on travel, farming and bridges.</li> <li>✓ To discover the importance of rivers to industry, including the distribution of water and land use around settlements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, in relation to volcanoes.</li> <li>✓ Describe key aspects of the geography of volcanoes, their location and description of these features.</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. <b>Human</b> geography, including: types of settlement and land use, economic activity around volcanoes and the populace surrounding these land masses.</li> <li>✓ To study the different traits of the various types of volcanoes.</li> <li>✓ To study the features of tectonic plates and the features of extinct, active and dormant volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and locate counties and cities of the United Kingdom.</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: rivers, mountains and the water cycle. <b>Human</b> geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>✓ To understand the different distribution of hill-forts across the country.</li> <li>✓ To explain why hill forts where built in those particular locations.</li> <li>✓ To research hill forts and whether all hill forts where in-fact located on hills.</li> <li>✓ To undertake practical map reading, understanding the remains of hill forts including their location and significance.</li> <li>✓ To understand the significance of hill forts to settlement development in an area of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>✓ world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>✓ To study a region within South America - Brazil</li> <li>✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>✓ To understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>✓ To understand climate zones, biomes and vegetation belts.</li> <li>✓ To examine the human and physical features of a region of South America including deforestation and natural resource use.</li> <li>✓ To identify the similarities and differences between a South American region and the area in which they live in the UK?</li> <li>✓ Describe and understand key aspects of: <b>Physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>Human</b> geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>