

### Knowledge Progression in Geography

#### Understanding the World

Three and Four Year Olds	<ul style="list-style-type: none"><li>• Begin to understand the need to respect and care for the natural environment and all living things</li><li>• Know that there are different countries in the world.</li></ul>
Reception	<ul style="list-style-type: none"><li>• Begin to understand maps and what they show</li><li>• Begin to recognise some similarities and differences between life in this country and other countries.</li><li>• Recognise some environments that are different to the one in which they live.</li><li>• Know the names of everyday places that are important to them, e.g. school, home, local shops.</li></ul>
Early Learning Goals	<ul style="list-style-type: none"><li>• Know some similarities and differences between life in this country and life in other countries.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been learnt in class.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons.</li></ul>

	<b>Place Knowledge</b>	<b>Locational Knowledge</b>	<b>Human and Physical Geography</b>
<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>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</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>Name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <li>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>City, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>
<b>Year 1</b>	<p><b><u>The Poles and the Equator</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between countries close to the Poles, countries close to the Equator and the UK</li> </ul>	<p><b><u>Living in Levenshulme</u></b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>Know the name of the local area (Levenshulme) and city (Manchester) that we live in</li> <li>Know what a map is and how and why we use them</li> <li>Know how to draw a simple map of a place in our local area with symbols and a key</li> <li>Know the four compass directions (North, East, South, West) and how to use directional language</li> </ul> <p><b><u>The City or the Countryside?</u></b> (Summer 2)</p> <ul style="list-style-type: none"> <li>Know the name and location of the country (UK) that we live in</li> <li>Know that the UK is made up of both cities (urban areas) and countryside (rural areas) and that we live in a city (Manchester)</li> </ul>	<p><b><u>Living in Levenshulme</u></b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>Know the names of different types of buildings and places in our local area (e.g. house, shop, school, mosque, park)</li> <li>Know the addresses and postcodes of our school and our houses</li> </ul> <p><b><u>The Poles and the Equator</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>Know where the North and South Poles are located and the names of some surrounding cold countries (e.g. Canada, Russia, Finland)</li> <li>Know where the Equator is located and the names of some surrounding hot countries (e.g. Brazil, Kenya, Indonesia)</li> <li>Know that the Earth's climate is colder near the Poles and hotter near the Equator</li> <li>Know where the UK is located and that it is not near the poles or the Equator</li> <li>Know that the UK has a milder climate than the Poles or the Equator due to its location</li> </ul> <p><b><u>The City or the Countryside?</u></b> (Summer 2)</p> <ul style="list-style-type: none"> <li>Know some common features and types of buildings in cities (e.g. offices, flats, parks, factories)</li> <li>Know some common features and types of buildings in the countryside (e.g. villages, fields, farms, hills)</li> </ul>

			<ul style="list-style-type: none"> <li>• Know some similarities and differences between the human and physical geography of a city and the countryside (Manchester and Goostrey)</li> <li>• Know some similarities and differences between our life in a city and the life of a child who lives in the countryside (Manchester and Goostrey)</li> </ul>
Year 2	<p><b><u>The UK or Pakistan?</u></b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the weather and climate in the UK and Pakistan</li> <li>• Know some similarities and differences between the human and physical geography of Levenshulme and Lahore</li> <li>• Know some similarities and differences between our life in Levenshulme and a child's life in Lahore</li> </ul>	<p><b><u>The UK or Pakistan?</u></b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>• Know the names and locations of the four countries (England, Scotland, Wales, NI) within the UK, their capital cities (London, Edinburgh, Cardiff, Wales) and surrounding seas (English Channel, North Sea, Irish Sea, Atlantic Ocean)</li> <li>• Know the name and location of Pakistan, its capital city (Islamabad) and bordering sea (Arabian Sea)</li> <li>• Know and compare the locations of the UK and Pakistan within the continents of Europe and Asia, their relation to the Equator and name some surrounding countries of both places</li> </ul> <p><b><u>Continents and Oceans</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>• Know the names and locations of the seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America)</li> <li>• Know the name of a country within each continent</li> <li>• Know the names and locations of the five oceans (Arctic, Atlantic, Indian, Pacific, Southern)</li> <li>• Know what is meant by the Northern Hemisphere and Southern Hemisphere and which continents are located in each</li> </ul> <p><b><u>Saving the Seaside</u></b> (Summer 2)</p> <ul style="list-style-type: none"> <li>• Know the names and locations of nearby coastal areas and seaside towns within the UK (e.g. Blackpool, Formby, Lytham St Annes)</li> </ul>	<p><b><u>Continents and Oceans</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>• Know which continents have a colder climate (e.g. Antarctica) and which continents have a hotter climate (e.g. Africa) due to their proximity to the Poles or Equator</li> <li>• Know the name of a significant human and physical feature or landmark in each continent (e.g. the Pyramids of Giza and the River Nile in Africa)</li> </ul> <p><b><u>Saving the Seaside</u></b> (Summer 2)</p> <ul style="list-style-type: none"> <li>• Know that a coast is an area of land which borders the sea</li> <li>• Know the some common human and physical features of coasts (e.g. beach, cliff, port, harbour)</li> <li>• Know that littering and pollution are human activities and understand how they impact coastal areas</li> <li>• Know that coastal erosion is a physical process and understand how it impacts coastal areas</li> <li>• Know some ways we can help to protect and preserve coastal areas</li> </ul>

	<b>Place Knowledge</b>	<b>Locational Knowledge</b>	<b>Human and Physical Geography</b>
<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>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</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, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</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> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Describe and understand key aspects of human 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>
<b>Year 3</b>	<p><b><u>Rivers Around the World</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between the physical features of the River Mersey and the River Nile</li> <li>Know some similarities and differences between the human features of the River Mersey and the River Nile</li> </ul>	<p><b><u>The River Mersey</u></b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>Know the name and location of the River Mersey, the counties it flows through (Greater Manchester, Cheshire, Merseyside) and some of the towns or cities it flows through (e.g. Stockport, Didsbury, Liverpool)</li> </ul> <p><b><u>Rivers Around the World</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>Know the names of the five longest rivers in the world (Nile, Amazon, Yangtze, Mississippi and Yenisei)</li> <li>Know the locations of the five longest rivers in the world, including the continents and countries they flow through and where their source and mouth are located</li> </ul>	<p><b><u>The River Mersey</u></b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>Know that a river is a natural, moving body of water (a physical feature)</li> <li>Know that a river flows from source to mouth and has an upper, middle and lower course, each with distinct features</li> <li>Know the process of the water cycle and understand the role of rivers in this process</li> <li>Know that littering and pollution are human activities and how they impact the River Mersey</li> <li>Know some actions that have been taken to help protect and preserve the River Mersey</li> </ul> <p><b><u>Rivers Around the World</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>Know the advantages of living close to a river and understand why many settlements are located along rivers (e.g. Cairo and the River Nile)</li> </ul>

		<p><b>Magnificent Mountains</b> (Summer 2)</p> <ul style="list-style-type: none"> <li>• Know the names and locations of the highest mountains within each country of the UK (Scafell Pike, Ben Nevis, Snowdon and Slieve Donard)</li> <li>• Know the names and locations of major mountain ranges across the world (e.g. Alps, Andes, Atlas Mountains, Himalayas, Rocky Mountains)</li> </ul>	<ul style="list-style-type: none"> <li>• Know the disadvantages of living close to a river and understand how this impacts different settlements (e.g. Mississippi River flooding)</li> </ul> <p><b>Magnificent Mountains</b> (Summer 2)</p> <ul style="list-style-type: none"> <li>• Know that a mountain is a landform which rises high above the land surrounding it (a physical feature)</li> <li>• Know the different parts of a mountain or mountain range (e.g. base, summit, slope, ridge, valley)</li> <li>• Know that most mountains are formed due to the movement of tectonic plates in the Earth's crust</li> <li>• Know the different types of mountain (fold, fault-block, volcanic, dome, plateau) and how they form</li> </ul>
Year 4	<p><b>Manchester or Venice?</b> (Spring 2)</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the weather and climate of Manchester and Venice</li> <li>• Know some similarities and differences between the human geography of Manchester and Venice</li> <li>• Know some similarities and differences between the physical geography of Manchester and Venice</li> </ul>	<p><b>Exploring Levenshulme</b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>• Know the name and location of our local area (Levenshulme) within the city that we live in (Manchester)</li> <li>• Know how to draw a map of a place in our local area with symbols and a key</li> <li>• Know how grid references can be used to locate places on a map of our local area</li> <li>• Know the eight compass directions (N, NE, E, SE, S, SW, W, NW) and how to use directional language</li> <li>• Know how to plan a simple route between two places in our local area, using a map, grid references and compass directions</li> </ul> <p><b>Manchester or Venice?</b> (Spring 2)</p> <ul style="list-style-type: none"> <li>• Know the location of Manchester within the county Greater Manchester, the country of the UK and the continent Europe</li> </ul>	<p><b>Exploring Levenshulme</b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>• Know human and physical features and different types of land use within our local area</li> </ul> <p><b>Our Changing Climate</b> (Summer 2)</p> <ul style="list-style-type: none"> <li>• Know the names and features of the climate zones of the Earth (Polar, Temperate, Mountain, Mediterranean, Arid, Tropical)</li> <li>• Know that the climate of a place is influenced by its proximity to the Equator and the Poles of the Earth</li> <li>• Know that the Earth's climate is changing through global warming due to human activity (e.g. the burning of fossil fuels and deforestation)</li> <li>• Know that climate change is negatively impacting the Earth (e.g. Polar ice caps melting and sea levels rising)</li> <li>• Know some ways we can reduce global warming and combat climate change</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Know the location of Venice within the region Veneto, the country Italy and the continent Europe</li><li>• Know the names of some significant landmarks or places within Manchester (e.g. John Rylands Library) and Venice (e.g. St Mark's Basilica)</li></ul> <p><b><u>Our Changing Climate</u></b> (Summer 2)</p> <ul style="list-style-type: none"><li>• Know the name and location of the Equator, Arctic Circle, Antarctic Circle, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Tropic of Capricorn</li></ul> |  |
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<b>Year 5</b>	<p><b><u>The North West or the Yucatan Peninsula?</u></b> (Summer 2)</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between the weather and climate of the North West and the Yucatan Peninsula</li> <li>Know some similarities and differences between the human geography of the North West and the Yucatan Peninsula</li> <li>Know some similarities and differences between the physical geography of the North West and the Yucatan Peninsula</li> </ul>	<p><b><u>Mexico in Motion</u></b> (Spring 2)</p> <ul style="list-style-type: none"> <li>Know the location of Mexico within North America, its capital city (Mexico City) and its surrounding seas (Pacific Ocean and the Gulf of Mexico)</li> <li>Know that Mexico is located on a plate boundary and lies on the Pacific Ring of Fire which creates volcanoes, earthquakes and tsunamis</li> <li>Know the name and location of Popocatepetl within Mexico and that this is Mexico's most active volcano</li> </ul> <p><b><u>The North West or the Yucatan Peninsula?</u></b> (Summer 2)</p> <ul style="list-style-type: none"> <li>Know the name of the region we live in (North West), its location within the UK, its bordering sea (Irish Sea) and its largest city (Manchester)</li> <li>Know the name and location of the Yucatan Peninsula within the country Mexico, its bordering</li> </ul>	<p><b><u>The Angry Earth</u></b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>Know that the Earth is formed of four distinct layers (crust, mantle, inner core and outer core)</li> <li>Know that the Earth's crust is formed of tectonic plates which move slowly over time and meet at plate boundaries</li> <li>Know that volcanoes are mostly formed at plate boundaries when magma rises up from the mantle above the crust</li> <li>Know the different parts of a volcano (magma chamber, conduit, layers of lava and ash, vent, lava, ash cloud)</li> <li>Know that earthquakes mostly occur at plate boundaries where tectonic plates collide, separate or slide past each other</li> <li>Know that tsunamis are large and powerful ocean waves which occur due to volcanoes or earthquakes</li> </ul>

		<p>seas (Caribbean Sea and the Gulf of Mexico) and its largest city (Merida)</p> <ul style="list-style-type: none"> <li>• Know the names of some significant landmarks or places within the North West (e.g. the Lake District) and the Yucatan Peninsula (e.g. Las Coloradas)</li> </ul>	<p><b>Mexico in Motion</b> (Spring 2)</p> <ul style="list-style-type: none"> <li>• Know that volcanoes, earthquakes and tsunamis often create natural disasters which impact the lives of humans</li> <li>• Know some of the advantages to living near Popocatepetl and why so many people choose to live there</li> <li>• Know some of the disadvantages to living near Popocatepetl and how it impacts upon people's lives</li> </ul>
Year 6		<p><b>Rainforests Around the World</b> (Spring 2)</p> <ul style="list-style-type: none"> <li>• Know that the Earth is divided by lines of latitude and longitude and that the Equator is located at 0° latitude and the Prime Meridian is located at 0° longitude</li> <li>• Know that the Earth is divided into 24 time zones and that day and night occur simultaneously across the world</li> <li>• Know the names and locations of significant tropical rainforests (Amazon Rainforest, Congo Rainforest and Borneo Rainforest) and some of the countries they cover</li> </ul>	<p><b>Changes in Levenshulme</b> (Autumn 2)</p> <ul style="list-style-type: none"> <li>• Know that our local area (Levenshulme) is an inner city area and how this impacts current land use patterns (e.g. terraced housing, shops, transport links, some remaining factories)</li> <li>• Know what the pattern of land use looked like in our local area over a century ago and name some differences between this and current land use</li> <li>• Know that the current population of our local area is diverse and multicultural and name some of the different communities that live here</li> <li>• Know what the population looked like in our local area over a century ago and name some differences between this and the current population</li> <li>• Know how gentrification is beginning to change our local area and predict what Levenshulme might be like in the future</li> </ul> <p><b>Rainforests Around the World</b> (Spring 2)</p> <ul style="list-style-type: none"> <li>• Know the names and features of some of the Earth's biomes (e.g. rainforest, desert, savannah, deciduous forest, tundra, ice sheet)</li> <li>• Know that tropical rainforests are all located within the Earth's tropical climate zone and lie on the Equator due to its intense sunlight and high rainfall</li> </ul>



			<p><b>Rainforest Rescue</b> (Summer 2)</p> <ul style="list-style-type: none"><li>• Know the different layers of a rainforest (forest floor, understory, canopy, emergent layer)</li><li>• Know that the Amazon rainforest is rich in natural resources (e.g. wood, cacao beans and coffee beans) and why these are valuable</li><li>• Know that the Amazon rainforest has high biodiversity and is home to many endangered species (e.g., jaguars, pygmy sloths and poison dart frogs)</li><li>• Know that deforestation is a human activity and how it impacts humans and animals in the Amazon as well as the Earth's climate</li><li>• Know some ways we can combat deforestation and protect the Amazon rainforest</li></ul>
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