



Learning together, we grow kind hearts  
and healthy minds.

# Knowledge Progression: Geography

Year	Places	Environments
EYFS	I know where I live and where my school is?	I can find my way around school
1	<p><b><u>Sailing the high seas Term 3 Is a pirates life for me?</u></b></p> <ul style="list-style-type: none"> <li>Look at maps of the world- explore different types of maps to explore how they work.</li> <li>Name and locate Europe and one other continent.</li> <li>Locate the pacific and Atlantic Oceans</li> <li>Describe the weather and make comparisons with where the children live (UK)</li> </ul> <p><b><u>India Term 5/6 Does farming matter?</u></b></p> <ul style="list-style-type: none"> <li>Recap on Europe and one other continent- name and locate the 7 continents and 5 oceans using a range of maps, atlases and globes. Begin to understand the difference oceans, seas, countries and continents.</li> <li>Find India on a map. Learn the four points of the compass and use these correctly to describe positions.</li> <li>Describe the weather of the country</li> <li>Learn about daily life, standards of living and culture.</li> <li>What do we think it would be like to grow up here? Investigate schools, hobbies, clothes, jobs, weather. Discuss similarities and differences between life in Preston or Wingham and life in India.</li> <li>What is farming like in Preston/Wingham compared to India? India top producer of bananas in the world.</li> <li>Could we grow bananas in Preston/Wingham?</li> </ul>	<p><b><u>What is it like where I live?</u></b></p> <ul style="list-style-type: none"> <li>Look at maps of the UK- match up satellite/ariel photos with maps to support understanding of what maps are and how they work</li> <li>Locate and name the place where we live (Preston/Wingham/England/UK) and what is the capital city of the UK</li> <li>Use physical (river, lake, hill) and human (house, town, city, village, farm) vocabulary to describe a local area.</li> <li>Recognise Preston/Wingham from photographs and talk about how we know that other pictures show different places in the UK.</li> </ul>
2	<p><b><u>Africa- Kenya Case study</u></b></p> <ul style="list-style-type: none"> <li>Locate Kenya and describe its position in Africa using compass directions.</li> <li>What is the capital city of Kenya? UK? Are there any similarities between London and Nairobi</li> <li>Use aerial images and photographs to name the physical human features found in Kenya.</li> <li>What is climate like? How would this affect living conditions? What is life like for children who live in Niarobi</li> <li>Compare with UK discuss and describe similarities /differences.</li> <li>What is it like in different parts of Kenya? Look at a village life and make comparisons with our own village? (Links with work on locality and village study building on previous knowledge)</li> </ul>	<p><b><u>Can a dinosaur live in our village?</u></b></p> <ul style="list-style-type: none"> <li>Recognise our local area (using photographs) and use maps to locate local landmarks, using a simple key to understand symbols.</li> <li>Describe the local area using human and physical geography.</li> <li>Explain the weather on the local area</li> <li>Carry out a local study- go on a trip and gather information/photographs that can be bought back to school and presented.</li> <li>Follow maps to find places/objects/clues around the local area or school- opportunities for orienteering using school and rec markers</li> <li>Construct simple maps of a family area, using symbols.</li> </ul>

3	<p><b>Svalbard (Norway)</b></p> <ul style="list-style-type: none"> <li>• Locate Norway and Svalbard on a map and globe?</li> <li>• Notice where Svalbard is located what might the climate be like?</li> <li>• Study Svalbard looking closely at its length of day and night? Understanding the reasons for this. Describe the physical and human features.</li> <li>• Compare with UK and other countries studied in previous year groups (Kenya Y2, India Y1)</li> </ul> <p><b>Brazil (South America)</b></p> <ul style="list-style-type: none"> <li>• Know that South America is a continent recap what the other continents are.</li> <li>• Locate SA and list some countries.</li> <li>• Focus on Brazil (Links with Rainforest) identify capital city and why this changed. Where would you expect most population to live/industry to be? Etc.. What would you expect the weather to be like?</li> <li>• Investigate human geography- homes, clothes, food, jobs, trade...Recognise vast differences between people living across this huge country. Why do people live in favelas? What is life like there?</li> <li>• Describe the main ecosystems in Brazil and how they have changed over time.</li> <li>• Compare with the UK- how is life similar/different. Looking at specific parts of Brazil- how are they like specific parts of the UK.</li> <li>• Look at the Amazon River and develop knowledge- eg origin, where it ends up, how long, countries travelled through, importance.</li> </ul>	<p><b><u>Rainforest</u></b></p> <ul style="list-style-type: none"> <li>• What are rainforests? Why are they special environments? Identify diversity and density of plants&amp; animals and typical weather conditions.</li> <li>• Identify rainforests on a world map and recognise how these areas are linked to the positions of the tropics.</li> <li>• Describe the different layers of the rainforest (emergent layer, canopy, understory, forest floor)</li> <li>• Explore one rainforest (Amazon rainforest Brazil). Describe a range of plants and animals that live there and how they've adapted to survive</li> <li>• Who lives in rainforests- look at examples of tribes living in rainforests and traditions they follow.</li> <li>• Identify the causes and consequences of rainforest deforestation.</li> </ul>
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4	<p><b><u>Greece- Santorina and Paraguay</u></b></p> <ul style="list-style-type: none"> <li>• Locate Greece on a wide range of maps, atlases and globes, including maps of a variety of scales. What can we infer from these maps about landscape, land use, climate etc?</li> <li>• Study the weather and compare to UK. What does it tell us about what life in Greece is likely to be like? (tourism....)</li> <li>• Describe the main ecosystems of Greece (urban/rural/islands) and identify how they have changed over time.</li> <li>• Learn about daily life, standards of living and culture(using photographs, data, written accounts, travel guides, video clips etc)</li> <li>• Research and describe economic activity and trade.</li> <li>• Compare Greece with the UK and other countries studies across KS1/2. How is life similar/different. Where would you prefer to live?</li> </ul>	<p><b><u>Disaster</u></b></p> <ul style="list-style-type: none"> <li>• What do we know about natural disasters including volcanoes and earthquakes, tsunamis and flooding? What examples have we heard of? How might these affect the lives of people?</li> <li>• What are volcanoes? Where are they? Map volcano locations around the world. Investigating how they are formed and basic science of eruptions. What is it like to live through a volcanic eruption?</li> <li>• Explore the impact, causes and effects that earthquakes can have. Map major earthquakes zones and link these to volcanic locations.</li> <li>• Describe causes and consequences of one other natural disaster(flooding- UK relevant)</li> <li>• Discuss if/how we can protect ourselves against natural disasters.</li> </ul>
5	<p><b><u>France (Europe)</u></b></p> <ul style="list-style-type: none"> <li>• Locate France on a variety of maps, atlases and globes. Identify reasons France is important to the UK (proximity, Channel Tunnel)</li> <li>• What does the location suggest about life in France- link to understanding of weather/climate and land use? Identify ways in which we would expect it to be similar/different to UK.</li> </ul>	<p><b><u>Water</u></b></p> <ul style="list-style-type: none"> <li>• Recap five oceans, locate, and name some of the Earth's seas.</li> <li>• Locate different types of water on the Earth (oceans, rivers, lakes, ice, etc)</li> <li>• Identify differences between fresh water and salt water, where these are found and how they link to life in these places.</li> <li>• Recognise the impact that water has on surrounding environments particularly farming/vegetation, growth of towns and cities. Identify that most rivers begin in mountains/hilly areas flow into the sea.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use maps, photos, videos (and first-hand accounts if possible) to explore a range of environments and climate zones within the country (e.g Alps/cities/farmland/Mediterranean coast.)</li> <li>• Learn about daily life, weather, standards of living and culture</li> <li>• Compare life in UK with life in France, expressing preferences and supporting these with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key steps in the water cycle, describing these using diagrams etc and recognising the importance of cycle for all living things.</li> </ul>
6	<p><b><u>Egypt /Guatemala/ North America Comparison study Would you rather live in North or South America?</u></b></p> <ul style="list-style-type: none"> <li>• Locate on maps and make comparisons with countries studied (where is it in relation to..... What continent is it in?</li> <li>• Use maps, photos, videos (and first-hand accounts if possible) to explore a range of environments and climate zones within the country.</li> <li>• Learn about daily life, weather, standards of living and culture</li> <li>• Compare life in UK with life in these countries, expressing preferences and supporting these with evidence.</li> </ul>	<p><b>Rivers/Mountains</b></p> <ul style="list-style-type: none"> <li>• Locate oceans, major seas and rivers using maps, atlases and globes (recapping/building on previous learning/knowledge -Amazon river Y3 2022 )</li> <li>• How do rivers form? How do rivers change over time? Why are rivers significant for the people and environment around them?</li> <li>• Label and describe parts of a river. Focus on the Nile and investigate the way it changes along its course and the terrain it passes through.</li> <li>• Identify major mountain ranges. Focus on the Alps, Rockies and Andes identifying key features of each- landscape, plants and animals, what do people do there etc.</li> <li>• How are mountains formed? Link with previous work on earthquakes and volcanoes, and introduce concept of plate tectonics.</li> <li>• How do humans use and alter both river and mountain environments?</li> </ul>

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