

Geography Progression of Knowledge

	<u>All Children will</u>	<u>Most children will</u>	<u>Some children will (CORE +)</u>
Year 3	<p><u>Mountains</u></p> <ul style="list-style-type: none"> • To know that England, Northern Ireland, Scotland and Wales make up the United Kingdom. • To know where the UK is on a world map, and to know the location of the 4 countries within the UK. • To know that these 4 countries have physical differences, including climate and mountain ranges. • To know the common features that make up a mountain. Including key vocabulary such as: summit/peak, slopes, valley and mountain range. • To know and explain how mountains are formed through tectonic activity. • To know that some mountains are isolated summits, but most occur in huge mountain ranges. • To know the most famous mountains in the world (<i>Mt Everest, Kilimanjaro, Mt Vesuvius, Mt St Helens, Mt Etna, Mauna Loa, Mt Fuji, K2</i>) and what they are like in comparison with those located in the UK (<i>Snowdon, Scafell Pike & Ben Nevis</i>). • To know famous mountain ranges of the world, such as: <i>The Alps, the Rocky Mountains, the Himalayas, the Ural Mountains and the Pyrenees</i>. • To know that the weather changes the further up a mountain you climb. 	<p><u>Mountains -</u></p> <ul style="list-style-type: none"> • To know that England, Northern Ireland, Scotland and Wales make up the United Kingdom. • To know the location of these 4 countries on a map of the UK. • To know that Mount Everest is the largest mountain in the world. • To know the biggest mountain range in England, Wales and Scotland (<i>Snowdon, Scafell Pike & Ben Nevis</i>). • To know that a mountain is taller than a hill with steep sides and a peak. • To know that mountains are often in ranges. • To know that the weather changes the further up a mountain you climb. 	<p><u>Mountains +</u></p> <ul style="list-style-type: none"> • To know the common features that make up a mountain. Including key vocabulary such as: summit, slopes, valley and mountain range, plateau, gorge, range. • To know famous mountain ranges of the world, such as: <i>The Alps, the Rocky Mountains, the Himalayas, the Ural Mountains and the Pyrenees</i> and to be able to locate these on a map of the world (naming the continent they are in). • To know, and to be able to explain, how and why the weather changes the further up a mountain you climb.
	<p><u>Volcanoes and Earthquakes</u></p> <ul style="list-style-type: none"> • To know what a volcano is. • To know how volcanoes are formed and to be able to explain this process using key terminology such as: tectonic plates, magma, earth's crust and eruption. • To know the different ways in which volcanoes are formed. • To know that volcanoes are either active, dormant or extinct. • To know potential risks/ benefits of living near a volcano. • To know a famous volcano. (<i>E.g. Krakatoa, Mt Vesuvius, Mt Fuji</i>). • To know where volcanoes and earthquakes are found. • To know how earthquakes occur and what they are like. • To know how earthquake strength is measured. • To know that earthquakes can have an impact on people's lives and the environment. • To know how to prepare for, and keep safe during, an earthquake. 	<p><u>Volcanoes and Earthquakes -</u></p> <ul style="list-style-type: none"> • To know what a volcano is and that they are formed when hot liquid rock bursts through the Earth's crust. • To know that some volcanoes can erupt. • To know that volcanoes and earthquakes are only found in certain areas. For example, in England, experiencing an Earthquake is unlikely. • To know what it is like during an earthquake and how to keep safe. 	<p><u>Volcanoes and Earthquakes +</u></p> <ul style="list-style-type: none"> • To know the different ways in which volcanoes are formed and to be able to explain this process accurately using key terminology such as: tectonic plates, magma, earth's crust, pressure, layers and eruption. • To know why people would choose to live by a volcano, knowing the potential risks. • To know, and locate, different famous volcanoes. • To know what the Pacific Ring of Fire is and volcanoes found there. • To know the different ways in which earthquakes can have an impact on people's lives and the environment.
	<p><u>Local study</u></p> <ul style="list-style-type: none"> • To know the seven different continents and their location on a map of the world. • To know that we live on the continent Europe. • To know the UK's position on a map of the world. • To know England's position on a map of the UK. • To know and be able to locate the 6 counties that surround Hampshire and some key cities (e.g. Portsmouth, Chichester, Southampton etc) 	<p><u>Local study -</u></p> <ul style="list-style-type: none"> • To know that we live on the continent Europe. • To know the UK's position on a map of the world. • To know England's position on a map of the UK. • To know the counties either side of Hampshire (west 	<p><u>Local study +</u></p> <ul style="list-style-type: none"> • To know the 8 points of a compass and why they're important. • To describe, compare and locate key human and physical features of the locality (Hayling Island and the Isle of Wight)

	<ul style="list-style-type: none"> • To know how to read a map and the symbols on it. • To know the 8 points of a compass. • To describe and locate key human and physical features of the locality (Hayling Island and the Isle of Wight) • Linking with History, to know how land is used in the UK at present and to compare with land use maps from the past. (<i>e.g there used to be a railway on Hayling</i>) • To know <i>why</i> there are similarities and differences between places. Compare and contrasting regions in the UK (Hayling with the Isle of Wight) 	<p>Sussex and Dorset) and some key cities (e.g. Portsmouth, Chichester, Southampton etc)</p> <ul style="list-style-type: none"> • To know how to read a map and to recognise some of the symbols on it. • To know the 4 cardinal points of a compass. • To describe key human and physical features of the locality (Hayling Island) • To know why there are similarities and differences between places. 	
Year 4	<p><u>Weather and Climate</u></p> <ul style="list-style-type: none"> • To know the seven different continents and their location on a map of the world. • To know the five major oceans and their location on a map of the world. • To know the difference between weather and climate. • To know the position and significance of the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • On a world map, to know areas of similar environmental regions. • To know how biomes are different to climates. • To know and to describe weather conditions/patterns around the UK. E.g the difference between weather in the Winter and Summer months. • To know the key stages of the water cycle. 	<p><u>Weather and Climate -</u></p> <ul style="list-style-type: none"> • To know the seven different continents and their location on a map of the world. • To know the five major oceans and their location on a map of the world. • To know that weather is day to day and that climate is an average. • On a world map, to know areas of similar environmental regions. • To know what a biome is. • To know the difference between weather in the Winter and Summer months of the UK. • To know the key stages of the water cycle. 	<p><u>Weather and Climate +</u></p> <ul style="list-style-type: none"> • To know the five major oceans (including north and south oceans) and their location on a map of the world. • To know, and to describe confidently, how biomes are different to climates. • To have a deeper understanding of how the water cycle works and why. (<i>E.g when the air cools and condenses, chln to explain why that happens</i>)
	<p><u>Europe (Spain)</u></p> <ul style="list-style-type: none"> • To know the seven different continents and their location on a map of the world. • To know where key countries are within Europe, including Russia. (<i>The UK, Spain, Portugal, the Netherlands, Italy, France, Greece, Russia & Germany</i>) • To know capital cities of Europe and where they are. (<i>The UK, Spain, Portugal, the Netherlands, Italy, France, Greece, Russia & Germany</i>) • To know key human and physical features/regions in Spain and key cities including, <i>The Pyrenees mountains, the Mediterranean Sea, Madrid & Barcelona.</i> • To know, and to describe, how Spain's climate is different to ours in the UK. • To know key traditional food and dance that is important to Spain's culture. • To know why there are similarities and differences between Spain and the UK, such as culture due to climate. 	<p><u>Europe (Spain)</u></p> <ul style="list-style-type: none"> • To know the seven different continents and their location on a map of the world. • To know where key countries are within Europe, including Russia. (<i>The UK, Spain, Portugal, France & Russia</i>) • To know capital cities of Europe and where they are. (<i>The UK, Spain, Portugal, France & Russia</i>) • To know some key human and physical features of Spain and key cities including, <i>The Pyrenees mountains, the Mediterranean Sea, Madrid & Barcelona.</i> • To know, and to describe, Spain's climate. • To know some traditional Spanish food. 	<p><u>Europe (Spain)</u></p> <ul style="list-style-type: none"> • To know where key countries are within Europe, including Russia. (<i>More than the core ones</i>) • To know capital cities of Europe and where they are. (<i>More than the core ones</i>) • To know, and to describe, how Spain's climate is different to ours in the UK, in reference to the equator. • To know why there are similarities and differences between Spain and the UK, such as culture due to climate and to be able to explain this with confidence.

Year 5	<p>Rivers</p> <ul style="list-style-type: none"> • To know how to use an atlas to retrieve key information. (<i>reading keys and grid references too</i>) • To know the features of a river (<i>source, tributaries, confluence, meander, channels, waterfall, dam, ox-bow lake, floodplains, delta, estuary, mouth</i>) • To know how/why rivers begin. • To know the journey of a river can be grouped into three stages and what the river looks like at each stage. • To know what erosion and deposition are and how they can change the shape of a river. (e.g forming ox-bow lakes) • To know the longest/most famous rivers in the world and where they're found (<i>Amazon, Nile, Ganges, Mississippi, Murray Darling</i>) in comparison with the longest in the UK (<i>Severn and Thames</i>) • To know physical features of the locality (rivers – local trip to investigate). • Show a developing understanding of why people seek to manage and sustain their environment. <ul style="list-style-type: none"> - Human geography including trade links. Why did early people choose to settle there? 	<p>Rivers -</p> <ul style="list-style-type: none"> • To know how to use an atlas to retrieve key information. • To know the <i>key</i> features of a river (<i>source, meander, channels, waterfall, dam, ox-bow lake, floodplains, mouth</i>) • To know that rivers begin at the source and ends at the mouth. • To know the journey of a river can be grouped into three stages. • To know what erosion and deposition are. • To know the longest rivers in the world where they're found (<i>Amazon and Nile</i>) and longest in the UK (<i>Severn and Thames</i>) • To know physical features of the locality (rivers – local trip to investigate). • Show an emerging understanding of why people seek to manage and sustain their environment. 	<p>Rivers +</p> <ul style="list-style-type: none"> • To know why dams/ reservoirs are created and the impact they have. • To know why rivers begin in relation to the water cycle. • To know the implications of living on a floodplain (positive and negative) • To know how the use of rivers has evolved over time and why. • To know how waterfalls and gorges are formed.
	<p>South America (the Amazon)</p> <ul style="list-style-type: none"> • To know the seven different continents and their locations and the 5 major oceans (<i>Atlantic, Pacific, Southern, Indian and Arctic</i>). • To know the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • To know that tropical rainforests are found between the tropics. • To know the physical features of a tropical rainforest, including the different layers of the canopy and the climate. • To know the Amazon is in South America. • To know different countries within the Amazon rainforest, such as: <i>Brazil, Peru and Colombia</i>. • To know the names of key cities in the Amazon. <i>Eg. Manaus, Belem and Macapa</i> • To know the names of creatures commonly found in the rainforest. • To know the location the Amazon Rainforest and the Amazon River within it. • To know that the Amazon River flows into the Atlantic Ocean. • To know the significance of the Prime/Greenwich Meridian and time zones including night and day (linked with Aut 2 Science unit). • To know the time difference of Brazil compared to the UK (that it is behind us in time). • To know the similarities and differences of the River Amazon and river Thames (<i>or river Lavant</i>) • Describe and understand key aspects of : Human 	<p>South America (the Amazon) -</p> <ul style="list-style-type: none"> • To know the seven different continents and their locations and the 5 major oceans (<i>Atlantic, Pacific, Southern, Indian and Arctic</i>). • To know where the equator is and GMT. • To know where the Amazon Rainforest is on a map of the world. • To know what the weather is like in the rainforest. • To know that the rainforest is full of lush vegetation. • To know the names of creatures commonly found in the rainforest. 	<p>South America (the Amazon) +</p> <ul style="list-style-type: none"> • To know <i>why</i> tropical rainforests are found between the tropics. To be able to explain this referencing the equator and the movement of the earth. • To know why the rainforest has outburst of rain. • To know, in detail, the different layers of the rainforest and what life is like at each stage. • To know threats that the rainforest faces. • To know different ways in which the rainforest is essential to life as we know it. <i>E.g for providing oxygen as the earth's lungs, home to over 60% of all life on earth, the majority of our food is sourced here.</i> • To know the time difference of Brazil compared to the UK (that it is behind us in time) but that Brazil itself has different time zones.

	geography including: Distribution of natural resources including the distribution of resources (Fairtrade).		
Year 6	<p><u>The Changing Coastline</u></p> <ul style="list-style-type: none"> • Know the location of Hayling Island on a map of the UK. • Know key physical and human features in a region of the UK (Coast – Hayling island). • Know how to read OS symbols on a map. • Know how to give 4-figure, and 6-figure, grid references. • Identify what a headland and bay are. • Know what a cave, arch, stump and stacks are and how they are formed. • Know how and why coasts change (erosion, transportation and deposition) and possible future changes. • Know how cliffs are eroded by waves. • Know how people have managed coastal environments and suggest how people have/could improve the coastline. 	<p><u>The Changing Coastline -</u></p> <ul style="list-style-type: none"> • Know the location of Hayling Island on a map of the UK. • Know how to read OS symbols on a map. • Know how to give 4-figure grid references. • Identify what a headland and bay are. • Know what a cave, arch, stump and stacks are and how they are formed. • Know how coasts change due to erosion. • Know how cliffs are eroded by waves. • Know how people have managed coastal environments. 	<p><u>The Changing Coastline +</u></p> <ul style="list-style-type: none"> • Know key coastal processes of deposition, erosion and transportation and explain how these cause change and the secondary effects of these i.e. spits • Know how the changing coastline has the potential to impact on our lives and how we can slow/ prevent this from happening. To also know why it is important that we do this.
	<p><u>Mexico</u></p> <ul style="list-style-type: none"> • To know the seven different continents and their locations and the 5 major oceans (<i>Atlantic, Pacific, Southern, Indian and Arctic</i>). • To know the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • To know and locate the main countries in North America. (E.g USA, Mexico, Canada). • To know the 3 key biomes of Mexico. • To know key cities in Mexico (Mexico City, Cancun and Puebla) • To know what a Mexican fiesta is like and why they are important to their culture. • To know the influence that Spain has had on Mexican culture and why. • To know that Frieda Kahlo is a Mexican artist who painted in a surrealist style. • To know that Frieda Kahlo is most famous for her vibrant, self-portraits. • To know the main food exports of Mexico (<i>avocados, wheat, corn, sugar, some tropical fruits, including oranges and limes</i>). • To know that Mexican's often eat locally sourced food. • To know that when food is exported it gains 'air miles' and this contributes to our carbon footprint. • To know that Mexico exports crude oil and that this is NOT a renewable energy source. • To know 3 types of renewable energy and why they are renewable. • To know why conserving water is important. 	<p><u>Mexico -</u></p> <ul style="list-style-type: none"> • To know the seven different continents and their locations and the 5 major oceans (<i>Atlantic, Pacific, Southern, Indian and Arctic</i>). • To know the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • To know and locate Mexico in North America. • To know the 3 key biomes of Mexico. • To know capital city of Mexico. • To know what a Mexican fiesta is like and how it is similar to Spain. • To know that Frieda Kahlo is a Mexican artist. • To know that tropical fruit comes from Mexico because it's hot/ good for growing. • To know that when food is exported it gains 'air miles'. • To know 3 types of renewable energy and why they are renewable. • To know why conserving water is important. 	<p><u>Mexico +</u></p> <ul style="list-style-type: none"> • To know and locate the main countries in North America. (More than just the USA, Mexico and Canada). • To know key cities in Mexico (incl. Mexico City, Cancun and Puebla) • To know, and explain, why the Spanish invasion had such an influence on Mexico and to describe how this influence still exists today. • To know the impact our carbon footprint has on the world and climate change. • To know the difference between renewable and non-renewable energy and why renewable energy is so important.