



# Geography - Long Term Plan and Progression Document



## Intent

We aim to inspire children to build their own thoughts and moral views towards our world. The children are encouraged to develop a greater understanding and knowledge of the world, through Locational, Place and Geographical knowledge.

The curriculum is designed to equip pupils with knowledge about the Earth's key physical and human processes, with links to diverse places, people, resources and natural and human environments.

As pupils build their knowledge of the subject, they can deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.

Geographical knowledge and skills are progressive and are taught to provide opportunities and approaches that provide explanations of how the Earth's features are scaled, interconnected and change over time.

## Implementation

In EYFS, Geography is implemented through exploration of the world around us, as well as learning about people in the world. Geography in KS1 and KS2 is taught in termly blocks, so that children can achieve depth in their learning.

We teach the National Curriculum, supported by a progression document. This ensures that skills and knowledge are built on year by year. The curriculum ensures that knowledge builds progressively and that children develop skills systematically.

Tasks are selected and designed to provide appropriate challenge to all learners, regardless of circumstances, in line with the school's commitment to inclusion.

At the end of each topic, key knowledge is reviewed by the children and checked by the teacher and consolidated as necessary.

The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

## Impact

By the time children leave Eccleston Lane Ends, they will:

Have secure knowledge of where places are and what they are like.

Have an extensive base of geographical knowledge and vocabulary.

Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.

Have frequently utilised fieldwork and other geographical skills and techniques.

Have a sense of curiosity to find out about the world and the people who live there.

Have the ability to express well-balanced opinions, rooted in knowledge and understanding about current issues in society and the environment.



# Geography - Long Term Plan and Progression Document



## Geography Long Term Plan and Progression

	Autumn	Spring	Summer
EYFS	Magnificent Me! / Celebrate!	Where in the World? / Growing!	Amazing Animals! / Wonderful Water!
Year 1	Local Area	UK	Australia
Year 2	The World	Africa	Seaside
Year 3	Land Use	Angry Earth	UK
Year 4	Settlements	Italy	The World
Year 5	North America	Rainforests	Enough for Everyone
Year 6	Mountains	Rivers	South America



# Geography - Long Term Plan and Progression Document



## Geography National Curriculum Strands and Key Geographical Concepts

### EYFS

EYFS end points	Begin to understand how they are part of their own locality, which is part of a bigger world Learn about different people and communities Use speaking, listening and understanding
Locational Knowledge	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world
Place Knowledge	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world
Human and Physical Processes	Talk about some of the things they have observed, such as plants, animals, natural and found objects Develop an understanding of growth, decay and changes over time Show care and concern for living things and the environment Look closely at similarities, differences, patterns and change Talk about past and present events in their own lives and in the lives of family members Know about similarities and differences between themselves and others, and among families, communities and traditions
Geographical Skills and Fieldwork	Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
Key Knowledge	Class Maps/ Map of school outdoor area. Contrasting Country (India). Where do we live in the UK/ world? Contrasting Country (China). Farm animals. Houses and Homes- types of houses.
Vocabulary	Atlas    North Pole    Santa    Ocean    River    India    Map    Buildings    St Helens    Forward/back Live    Pirates    Helpful    Mountains    Paths    Celebration    Google Earth    Left    Street view    Direction Land    Country    Sea    Signs    Symbols    Street signs    Right    United Kingdom    Diva Lamp Water    Town    Snow



# Geography - Long Term Plan and Progression Document



Year 1	
KS1 end points	<p>Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world</p> <p>understand the principle of directions</p> <p>Look at land use, climate and physical features of Great Britain and other locations in the world</p> <p>Develop an understanding of how humans and nature can affect and shape the landscape</p> <p>Understand that they have responsibilities to care for the planet and its resources</p>
Locational Knowledge	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Place Knowledge	<p>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.</p>
Human and Physical Processes	<p>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</p> <p>use basic geographical vocabulary to refer to</p> <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
Geographical Skills and Fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Key Knowledge	<p><b><u>Local Area</u></b></p> <p>Prescot is a town famous for its watch and clock making in the Early 19th Century.</p> <p>Knowsley Safari Park work tirelessly to ensure the conservation of magnificent animals are protected for the benefit of future generations.</p>



# Geography - Long Term Plan and Progression Document



Compasses are used to help people find their way or to show the position of something.  
 There are four compass points: North, East, South and West.  
 The postcode of Eccleston Lane Ends is L34 2QN.

## The UK

The UK is made up of 4 countries. England, Scotland, Wales, Northern Ireland.  
 Each country has a capital city.  
 All 4 countries Use the pound £ as their currency. Scotland calls it the Scottish pound  
 Each country has its own flag, flower that represent the country  
 Each country has their own national language but all speak English

## Australia

The capital city is Canberra.  
 The national animal is the kangaroo.  
 Australia is an island country in the Southern hemisphere and belongs to Oceania/Australia. Australia is surrounded by the Indian Ocean and the Pacific Ocean  
 Australia is also the driest inhabited continent of the world.  
 Uluru, previously referred to also as Ayers Rock, is in the centre of the country and is the largest alone standing rock in the world.  
 Australia's first or indigenous people, are usually referred to as the aboriginal people of Australia. Most aboriginal people still live in the desert areas of the Australian outback.

## Vocabulary

Country	Rose	Flag	Postcode	Landscape	Farmland
City	Thistle	Language	Compass	Culture	Desert
Town	Shamrock	Prescot	Eccleston Lane Ends	Custom	Currency
Currency	Daffodil	Ariel View	Map	Mountains	Indigenous



# Geography - Long Term Plan and Progression Document



Year 2	
KS1 end points	<p>Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world</p> <p>understand the principle of directions</p> <p>Look at land use, climate and physical features of Great Britain and other locations in the world</p> <p>Develop an understanding of how humans and nature can affect and shape the landscape</p> <p>Understand that they have responsibilities to care for the planet and its resources</p>
Locational Knowledge	Name and locate the world's seven continents and five oceans.
Place Knowledge	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 concentrating on islands and sea sides
Human and Physical Processes	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
Geographical Skills and Fieldwork	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>
Key Knowledge	<p><b><u>The World</u></b></p> <p>London is the capital of England; Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland.</p> <p>The world is spherical.</p> <p>The 7 continents in our world are; Europe, Asia, Africa, Australasia, Antarctica, North America and South America.</p> <p>The 5 oceans in our world are: Arctic Ocean, Indian Ocean, Southern Ocean, Atlantic Ocean, Pacific Ocean.</p> <p>France, Spain and Germany are amongst the countries that make up Europe.</p> <p>Journeys can be made around the world and a route from one place to another can be called a journey line.</p> <p>A compass has North, East, South and West points of direction.</p> <p>The world is split into hemispheres from the equator; the Northern hemisphere and the Southern hemisphere.</p>



# Geography - Long Term Plan and Progression Document



There are different climates round the world. Some hotter countries are Australia, Mexico, North Africa. Some colder countries are; Norway, Finland.

## Africa

Africa's natural wonders include Victoria Falls waterfalls, Sahara dessert and Mount Kilimanjaro.

Kenya is a country in the continent of Africa. It is located in East Africa. Nairobi is the capital city of Kenya Mombasa is the largest city in Kenya.

Kenya's population is around 44 million people.

Kenya lies on the Equator, which means the climate is hot, sunny and dry for most of the year. If there is no rainfall for a long time, droughts can occur. The Tana river is the longest river in Kenya.

Mount Kenya is the highest mountain in Kenya, and the country was named after the mountain!

The 'big five' animals in Africa are the African lion, white/black rhinoceros, African leopard, Cape buffalo, and the African elephant.

Kenya has over 50 national parks to protect these animals. The Maasai Mara reserve is the most popular.

The Maasai people live in mud huts made by the Maasai women. The Maasai men are usually in charge of the tribe.

## Seaside

Seaside resorts are located on the coast near the sea. Southport, Formby and New Brighton are seaside towns nearest to us in Eccleston Park.

Physical features of the seaside are sea, sand, hills and human features are lighthouses, boats and houses.

St.Ives is a popular seaside resort in Cornwall which is located far south of Britain, near the tip of Land's End.

St.Ives is known as the jewel in Cornwall's crown and has many tourist attractions such as a fishing harbour, four beaches and great conditions for water sports.

St.Ives is also very popular for art lovers with famous artist 'Barbara Hepworth', 'Leach pottery' and many art galleries associated with the town.

New Brighton is a seaside town in Merseyside. Its sandy beaches line the Irish Sea.

New Brighton has the UK's longest promenade which is longer than 2 miles (3.2km).

Other attractions in New Brighton include; New Brighton Lighthouse, Black Pearl Pirate Ship and Bubbles leisure centre.



# Geography - Long Term Plan and Progression Document



	Great Britain is an island but the whole country of the United Kingdom many more smaller islands such as: Isle of Wight, Isle of Man, Isle of Scilly, Skye, Hebrides, Mull, Aran, Shetland, Orkney.
Vocabulary	Country      Compass      Journey line      Island      Harbour      National Park      Drought Spherical      Southern Hemisphere      Climate      Beach      Port      Savannah      Culture Continent      Northern Hemisphere      Tropical      Coast      Lighthouse      Desert Ocean      Equator      Resort      Cliffs      Population      Maasai Tribe
<b>Year 3</b>	
KS2 end points	Be able to compare physical and human features in their own locality to different locations around the world conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings Be able to interpret a range of sources of geographical information and present geographical information in a variety of ways Develop an understanding of map work so that these features can be examined and identified in a wider context Understand the processes that give rise to key physical and human features and how these change over time Understand the impact of humans and of nature in shaping the world in which they live Understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources
Locational Knowledge	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia Identify capital cities of Europe Locate and name the countries making up the British Isles, with their capital cities
Place Knowledge	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level
Human and Physical Processes	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes</li> <li>Human geography including trade links in the Pre-roman and Roman era.</li> <li>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</li> </ul>
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world





# Geography - Long Term Plan and Progression Document



Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Key Knowledge

### Land Use

- Explain the purpose of a sketch map.
- Identify important landmarks in the local area.
- Use symbols and key to annotate a map.
- List the ways we use land in the UK.
- Describe an area as urban or rural.

### Angry Earth

- A Volcano is formed when hot molten rock, ash and gases escape from an opening in the Earth's surface.
- Volcanoes erupt when molten rock called magma rises to the surface.
- Know the benefits and risks from living near a volcano.
- Earthquakes happen when two large pieces of the Earth's crust suddenly slip.
- How to keep safe in an earthquake or tsunami.

### The UK

- I know that main islands around the UK include the Isle of Wight, Isle of Man and Anglesey.
- I know the difference between the British Isles, Great Britain and the UK.
- I can use four figure grid references.
- I know the difference between physical and human features.
- The population of the United Kingdom is roughly 67,440,000. (2022)

## Vocabulary

Aerial View	Urban	Forestry	Topsoil	Volcano	Dormont	British Isles	Grid reference
Landmark	Population	Coastal	Subsoil	Magma	Tsunami	Great Britain	Counties
Rural	Agriculture	Map symbols	Tectonic Plate	Active	Tornado	UK	Cities



# Geography - Long Term Plan and Progression Document



Year 4	
KS2 end points	<p>Be able to compare physical and human features in their own locality to different locations around the world</p> <p>conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings</p> <p>Be able to interpret a range of sources of geographical information and present geographical information in a variety of ways</p> <p>Develop an understanding of map work so that these features can be examined and identified in a wider context</p> <p>Understand the processes that give rise to key physical and human features and how these change over time</p> <p>Understand the impact of humans and of nature in shaping the world in which they live</p> <p>Understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources</p>
Locational Knowledge	<p>Locate and name the main counties and cities in/around Merseyside.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, significance of latitude/longitude and the Greenwich Meridian.</p>
Place Knowledge	<p>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</p>
Human and Physical Processes	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Types of settlements in modern Britain: villages, hamlets towns, cities.</p>
Geographical Skills and Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Key Knowledge	<p><b>Settlements</b></p> <p>A long time ago, early settlers (like the Romans, Vikings and Anglo-Saxons) came to settle in Britain. Some came originally to gain riches and increase their territory. Others came looking for good farmland for their families.</p> <p>I know who built certain settlements based on its' name - many of the towns and cities we live in today stem from these early settlements. (e.g. -ham, -ing, -ly, -ton, etc.)</p> <p>Important features of a settlement include access to food, water and shelter.</p> <p>Today was also require transport links, healthcare and electricity.</p>



# Geography - Long Term Plan and Progression Document



Some settlements are unsuitable for certain reasons including unsuitable ground, flooding and lack of transport links. There are many different types of land use including leisure, retail, business, industrial and housing.

## Italy

Italy is a country located in the continent of Europe and its capital is Rome.

There are 20 regions in Italy, including the islands of Sicily and Sardinia.

The longest river in Italy is the river Po.

The ruins of Pompeii are now an extremely popular tourist site, with approximately 2.5 million visitors every year.

Excavation work began in Pompeii, 1748. Many objects were well preserved because the ash covering them stopped any air or moisture reaching causing damage and decay.

Physical geography is used to describe the natural features and landscape of an area or country.

Human geography describes peoples influence on the world around them. It includes things like communities, culture, how land is used and trade links.

## The World

Lines of latitude circle the Earth from east to west. These invisible lines are all the same distance apart. One line to the next is known as 1 degree.

The Equator lies at 0 degrees.

lines of longitude run north and south. These lines are measured in the same way as the lines of latitude. Lines of longitude are not equal distances from each other.

The Tropic of Cancer, is the circle of latitude on the Earth that marks the most northerly position at which the Sun can be directly overhead. It currently lies around 23.4° north of the Equator.

The Tropic of Capricorn, marks the most southerly latitude on the Earth at which the Sun can be directly overhead. It currently lies around 23.4° south of the Equator.

The Earth spins on its axis (an imaginary line) and over the course of 24 hours, different parts of the planet are facing towards the Sun and different parts are facing away from it.

When facing the sun - day. Facing away from the sun - night

Time is different depending on where you are in the world. If it is daytime in the UK, it will be night-time in Australia.



# Geography - Long Term Plan and Progression Document



Vocabulary	Settlement Settle Shelters Coordinate	Defence Agriculture Transport Tropics	Invader Village Town Climate	City Land use Continent Time zone	Region Peninsula Elevation Prime Meridian	Source Tributary Mouth	Excavation Culture Landmark	Equator Northern Hemisphere Southern Hemisphere
------------	--	--	---------------------------------------	--	--	------------------------------	-----------------------------------	---

Year 5	
KS2 end points	<p>Be able to compare physical and human features in their own locality to different locations around the world conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings</p> <p>Be able to interpret a range of sources of geographical information and present geographical information in a variety of ways</p> <p>Develop an understanding of map work so that these features can be examined and identified in a wider context</p> <p>Understand the processes that give rise to key physical and human features and how these change over time</p> <p>Understand the impact of humans and of nature in shaping the world in which they live</p> <p>Understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources</p>
Locational Knowledge	<p>Locate the main countries in Europe and North America. Locate and name principal cities.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>
Place Knowledge	<p>Compare a region in UK with a region in North America with significant differences and similarities.</p>
Human and Physical Processes	<p>Describe and understand key aspects of:</p> <p>Physical geography including climate zones, biomes and vegetation belts.</p> <p>Human geography including population, language and religion.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>
Geographical Skills and Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



# Geography - Long Term Plan and Progression Document



## Key Knowledge

### North America

There are 23 countries in North America, with Canada being the biggest and Grenada being the smallest.

Mexico City is the largest city with more than 9 million people living there.

Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider as descending from native Americans.

Greenland is the not only the biggest island in North America but also in the world.

Missouri river is the longest in North America and flows through seven US states. Denali mountain is the highest mountain in North America.

Lake Superior, which borders Canada and the US is the third largest lake in the world and the largest North American lake.

### Rainforests

About 30 million different species of plants and animals live in the rainforest.

The rainforests hold more than two-thirds of the world's plant species.

Many of the foods we love, come from the rainforest. Chocolate, pineapple and cinnamon, all come from the rainforests. Rubber and medicines also come from the rainforests.

Rainforests have a canopy of dense branches and leaves. Most of the rainforest animals and plants live in the canopy.

Not much light reaches the rainforests floor. In fact, the ground is often bare. The soil here is often and lacking in nutrients.

### Enough for Everyone

I know that when people are looking to find a new home or new places are being built for people to live, there are many different needs to consider: • basic needs - food, water and shelter • additional needs - electricity, internet access, healthcare, entertainment, friends, transport links, information and news.

Electricity is made in power stations, transferred via pylons, through wires and into our homes. Coal - burning coal. Combined Cycle Gas Turbine (CCGT) - burning gas. Nuclear - uranium atoms split in a process called nuclear fission. Pumped Storage - water in dams used to turn turbines.

Renewable energy is made from resources which nature can replace, it is more environmentally friendly as it does not pollute the air or water.

It is important to conserve food, water and energy supplies because it is good for the planet and for future generations. We can do this by: using resources as wisely/efficiently as possible; conserving resources by using as little/few as possible.



# Geography - Long Term Plan and Progression Document



Increased pollution is causing global warming. As our planet heats up, extreme weather, floods and droughts are more likely to occur. These in turn affect farming, food production and access to drinking water. These events can have a knock-on effect around the whole world.

Our food comes from all over the world. How far our food has travelled is called food miles. The further our food travels from where it is produced, the more CO2 is likely to be released, contributing to climate change.

There are many benefits of importing food: more variety which supports a healthy diet; boosts foreign economies by providing a market for foreign farmers; protects against possible poor harvests; supermarkets can negotiate lower prices; foods that only grow seasonally in the UK are available all year round.

Vocabulary	A Buck	National Park	Statue of Liberty	Emergent Layer	Endangered	Temperate
	Cherokee	The 'Big Apple'	Chichén Itzá	Understory	Indigenous	Extinction
	American State	Coyotes	Canopy	Deforestation	Biomes	Destruction
	Biodiversity	Conserve	Consume	Fertile Land	Food miles	Import
	Non-renewable	Produced	Energy	Renewable Energy	Solar	Turbine

## Year 6

**KS2 end points**

Be able to compare physical and human features in their own locality to different locations around the world  
 conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings

Be able to interpret a range of sources of geographical information and present geographical information in a variety of ways  
 Develop an understanding of map work so that these features can be examined and identified in a wider context  
 Understand the processes that give rise to key physical and human features and how these change over time  
 Understand the impact of humans and of nature in shaping the world in which they live  
 Understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources

**Locational Knowledge**

On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.

Map how land use has changed in local area over time.

Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.



# Geography - Long Term Plan and Progression Document



Place Knowledge	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.
Human and Physical Processes	Describe and understand key aspects of Physical Geography including rivers and mountains Human Geography including population, language and religion. Describe the distribution of natural resources focussing on energy
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Key Knowledge	<p><b><u>Mountains</u></b> Mountains make up one-fifth of the world's landscape. Mount Everest is the world highest mountain, and it is 8, 850m high. There are mountains under the surface of the sea. 80% of our fresh water originates from mountains. The highest 14 mountains in the world are all found in the Himalayas. Generally, mountains are higher than 600m if they are less, they are called hills. Mountains can be rocky and barren, but some have trees growing on their sides and very high mountains have snow on their peaks.</p> <p><b><u>Rivers</u></b> The water cycle is the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration. The River Mersey is the largest river in our locality. Meander, tributary, confluence, floodplain, levee, delta, estuary, upper course, middle course, lower course, valley, channel, waterfall, rapids and gorges are all features of a river. Rivers are used for a number of reasons including transport, food, energy, survival and fun. The River Severn is the longest river in the UK, measuring at 354km. The source of the river is located in Plynlimon and its mouth is located in the Severn Estuary. The longest river in the world is the River Nile, measuring at 6,650km</p>



# Geography - Long Term Plan and Progression Document



## South America

There are 12 countries in South America- Brazil, Argentina, Chile, Venezuela, Colombia, Peru, Suriname, Bolivia, Uruguay, Paraguay Guyana and Ecuador

Almost 400 million people live there.

Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.

South America's largest river is the Amazon, which is the second longest river in the world. However, the Amazon carries more water than any other river in the world.

Sao Paulo is the largest city with more than 20 million people living there.

Spanish is the most popular language in South America even though Brazilians speak Portuguese.

The Incas were the largest group of indigenous people in South America when the Europeans arrived.

Vocabulary	Peak	Ridge	Hill	Estuary	Meander	Tributary	Stream	Anaconda	Sparsely
	Valley	Plateau	Terrain	Mouth	Waterfall	Ox bow lake	Erosion	Andes	Titicaca
	Cliff	Summit	Tectonic Plate	Source	Deposition	Delta	Pampas	Inhabitants	Incas

## **Instil our school and British Values including diversity- Linked Value: INCLUSION**

Through Geography, we ensure that we inspire children to build their own thoughts and moral views towards our world. The children are encouraged to develop a greater understanding and knowledge of the world, through Locational, Place and Geographical knowledge. We aim to develop rounded citizens who are able to live well together with dignity and respect.

**BRICKS**

Curriculum Links

## **Develop Resilience and Resourcefulness- Linked Value: DETERMINATION**

We promote optimism and determination in geography. The children will overcome adversity through certain topics such as natural disasters and environmental issues. Fieldwork is a part of each year group's learning and children must show resilience when collecting, analysing and communicating their geographical data. We strive to ensure children are resilient and determined to look after and respect the world they live in.





# Geography - Long Term Plan and Progression Document



## Inspire critical thinking and independence- Linked Value: HONESTY

At Eccleston Lane Ends oracy is an essential part of our curriculum. We encourage children to share their ideas and opinions, developing their moral and social skills. We ensure that we broaden children's horizons to diverse places and people, addressing preconceived ideas. The children are encouraged to address new learning with resilience and determination and are given opportunities to share their ideas and with others.

## Create articulate learners- Linked Value: RESPECT

At Eccleston Lane Ends oracy is an essential part of our curriculum. We encourage children to share their ideas and opinions, developing their moral and social skills and respect for people of different faiths and cultures. Essential vocabulary is taught and used, allowing children to make clear, articulate responses. Children are encouraged to listen and respond to an alternative view, all while being respectful of others.

## Building upon Knowledge and Skills- Linked Value: CO-OPERATION

The curriculum is designed to equip pupils with knowledge about the Earth's key physical and human processes, with links to diverse places, people, resources and natural and human environments. As pupils build their knowledge of the subject, they can deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are taught to provide opportunities and approaches that provide explanations of how the Earth's features are scaled, interconnected and change over time. Children will be provided with opportunities to discuss and share their views and work together.

## Supporting well-being and health- Linked Value: KINDNESS

Our pupils' personal development and their impact on the world around them matter significantly. Outdoor, fieldwork activities allow children to connect with nature and therefore cultivates attentiveness and self-reliance. This leads to more sustainable behaviours in their future and encourages children to connect with their world around them.



Determination



Co-operation



Honesty



Inclusion



Kindness



Respect