





# Bleak Hill Primary School

## Geography Long Term Plan and Progression



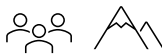



| Vision    | Intent    | Implementation    | Impact    |
|--|--|--|--|
| <p>At Bleak Hill, we aim to inspire and ignite our pupil's curiosity about the world they live in, how it has been formed and how is it constantly changing over time.</p> <p>We want to inspire children to be lifelong learners who seek opportunities to explore the wider world that we live in.</p> | <p>The intention of our Geography curriculum is to increase children's awareness, knowledge and understanding of other places and cultures.</p> <ul style="list-style-type: none"> <li>- Transform knowledge of everyday matters into meaningful geographical activities.</li> <li>- Develop children's graphic skills, including how to use, draw and interpret maps and atlases.</li> <li>- Make pupils aware of environmental issues at local, regional and global levels.</li> <li>- Help children to make informed decisions about how to live their lives now and in the future including how to understand and commit to sustainable development.</li> <li>- Develop a variety of skills including those in relation to problem-solving, computing and presenting conclusions in the most appropriate way.</li> </ul> | <p>Following the National Curriculum as a basis, teaching all statutory content, with a half term dedicated to Geography teaching every term (3 half terms per year group).</p> <p>With a focus on location, place and where the children fit into the physical world in EYFS &amp; KS1, prior to building ideas about the influence of people and the changing world through KS2.</p> <p>World's locational knowledge is taught throughout the school with progression through year groups. Consistent use of place through the school.</p> <p>Knowledge and skills carefully considered across topics to build on previous topics and transferable concepts.</p> | <p>Retrieval based learning techniques for every lesson in the sequence (at least 2 formally evidenced per topic)</p> <p>Evaluations for each lesson to provide formative assessment</p> <p>Exit tasks to gain a summative judgment.</p> |

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|  | Autumn  | Spring   | Summer   |
|--|---|--|--|
| Reception  | Our Local Area  | London   | Spain  |
| Year 1   | Local Area 'Our School'<br><b>Where is Bleak Hill located?</b><br><i>Location, place, human + physical processes and fieldwork</i>  | UK (Our Country)<br><b>What is it like in the UK?</b><br><i>Location, human + physical processes</i>                                       | Weather Patterns<br><b>Why can't we build a snowman in summer?</b><br><i>Human + physical processes and fieldwork</i>  |
| Year 2   | The Seven Continents and the Five Oceans<br><b>Where are hot and cold countries located?</b><br><i>Place and human + physical processes</i>                               | Kenya<br><b>How do I get to St Andrews church?</b><br><i>Location, place, human + physical processes</i>                                   | Fieldwork on a Local Area<br><b>What similarities and differences are there between the UK and Kenya?</b><br><i>Location, place, human + physical processes and fieldwork</i>  |
| Year 3   | UK (Mountains and Rivers, Cities, towns)<br><b>How is Liverpool different from the Lake District?</b><br><i>Location, place, human + physical processes and fieldwork</i> | Europe (Mountains)<br><b>What is Europe made up of?</b><br><i>Location, place and human + physical processes</i>                           | India<br><b>What are the human and physical features of India?</b><br><i>Location, place and human + physical processes</i>  |
| Year 4   | Rivers and the Water Cycle<br><b>Why do people live near to rivers?</b><br><i>Place, human + physical processes and fieldwork</i>   | North America<br><b>What is America considered to be great?</b><br><i>Location, place and human + physical processes</i>                   | Spain and Catalonia<br><b>Why do we go on holiday in Spain?</b><br><i>Location, place and human + physical processes</i>   |
| Year 5   | Marvellous Maps<br><b>Why is being a cartographer and important job?</b><br><i>Location, place, human + physical processes and fieldwork</i>                              | Climate Zones and Tectonic Plates<br><b>How does our Earth change?</b><br><i>Location, place and human + physical processes</i>            | Enough for everyone<br><b>Will there be any natural resources left in 2050?</b><br><i>Place, human + physical processes and fieldwork</i>                                      |
| Year 6   | Our Changing World<br><b>How does natural and political activity change boundaries?</b><br><i>Location, human + physical processes and fieldwork</i>                      | South America<br><b>It is sunny in South America: always, sometimes or never?</b><br><i>Location, place and human + physical processes</i> | Trade and Economics<br><b>Why is the Panama Canal known as one of the Industrial Wonders of the World?</b><br><i>Location, place, human + physical processes and fieldwork</i> |
| Geography National Curriculum Strands and Key Geographical Concepts  |   |  |  |
| Locational Knowledge<br>                          | Place Knowledge<br>  | Human and Physical Geography<br>                      | Skills and Fieldwork<br>  |
| Each aspect (key knowledge and skill) of our Geography Curriculum is colour coded to show progression within and across year groups. |   |  |  |

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| EYFS<br>Theme   | Autumn<br>Our Local Area  | Spring<br>London | Summer<br>Spain |
|-----------------|---|------------------|-----------------|
| EYFS End points | <p><b>ELG: Understanding the World</b></p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Recognise some environments are different to the one in which they live</p> <p><b>People, Culture and Communities</b></p> <p>Children at the expected level of development will: -</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -</p> <p>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</p> <p><b>The Natural World:</b></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> |                  |                 |

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| Year 1                        | Autumn  | Spring  | Summer  |
|-------------------------------|---|---|---|
| Key Stage 1<br><br>End Points | <b>Locational Knowledge:</b> <ul style="list-style-type: none"> <li>Can name and locate the world's seven continents and five oceans</li> <li>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>  | <b>Place Knowledge:</b> <ul style="list-style-type: none"> <li>Understands 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>  |   |
|                               | <b>Human and Physical Geography:</b> <ul style="list-style-type: none"> <li>Can 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>Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> | <b>Fieldwork:</b><br><br>Children will be able to – <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos and construct simple maps</li> <li>Undertake simple fieldwork within school locality</li> </ul>   |   |
| Unit title                    | Local Area 'Our School'<br>   | UK 'Our Country'<br>  | Weather Patterns<br>  |
| Key Knowledge                 | <ul style="list-style-type: none"> <li>Know that our school is in Windle, St Helens</li> <li>Our school's address is: Hamilton Rd, Windle, St Helens WA20 6HG</li> <li>Children to know their addresses.</li> <li>Four points of the compass are North, East, South and West.</li> <li>An aerial map uses a view from above.</li> <li>Maps have a title.</li> <li>Maps sometimes have a key</li> <li>Maps sometimes use colour to show</li> </ul>   | <ul style="list-style-type: none"> <li>Towns and countryside have similar and different geographical features.</li> <li>Touch upon:</li> <li>Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.</li> <li>Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops.</li> <li>The UK is in Europe.</li> <li>England is one of four countries in the U.K.</li> </ul> | <ul style="list-style-type: none"> <li>Knows and can explain what the weather is like in our country.</li> <li>Knows and can name 4 types of weather that happen in the UK.</li> <li>Knows that weather changes throughout the year and can name the seasons.</li> <li>Knows and can explain how the weather can affect us</li> <li>Knows and can explain some ways the weather affects us in the clothes we</li> </ul> |

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|                 | <p>important things.</p> <ul style="list-style-type: none"> <li>• Maps sometimes have a compass to show direction.</li> <li>• Identify 3 areas in my school by using an aerial plan.</li> <li>• Work together with a partner on a fieldwork walk, using my senses to observe different things in school.</li> <li>• Draw an aerial plan / map of the school using a key, labels, colour and a title.</li> <li>• Label my map carefully.</li> <li>• Describe the route I take to school to my partner using direction words.</li> <li>• Show my route accurately on a street map.</li> <li>• Explain a different route I could take to school.</li> <li>• Name the four points of a simple compass.</li> <li>• Follow compass directions to move to the correct place (location).</li> <li>• Recognise 4 (or more) map symbols and explain what they show.</li> </ul> | <ul style="list-style-type: none"> <li>• The four countries in the U.K are: England, Scotland, Wales and Northern Ireland.</li> <li>• The capital cities of each country in the U.K. are London, Edinburgh, Cardiff and Belfast.</li> <li>• The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean.</li> <li>• The four countries in the U.K are: England, Scotland, Wales and Northern Ireland.</li> <li>• The capital cities of each country in the U.K. are London, Edinburgh, Cardiff and Belfast.</li> <li>• Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.</li> <li>• Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops.</li> <li>• London is the capital city of England (where we live).</li> <li>• Brasilia is the capital city of Brazil.</li> <li>• Brazil is in South America</li> <li>• Brasilia has a rainy season and a dry season.</li> <li>• Brasilia has lots of tall flat blocks.</li> </ul> | <p>wear, how we travel and the things we do.</p> <ul style="list-style-type: none"> <li>• Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</li> <li>• Knows and understands what weather forecasts show</li> <li>• Knows 3 or more weather symbols and can explain what they show</li> <li>• Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings</li> <li>• Knows that weather changes throughout the year and can name the seasons.</li> <li>• Knows what hot and countries might look like and how they might differ according to the weather</li> <li>• Knows what hot and countries might look like and how they might differ according to the weather</li> <li>• Knows three facts about the arctic</li> </ul> |
| Lesson Sequence | <ol style="list-style-type: none"> <li>1. Where do I live?</li> <li>2. What is our classroom like?</li> <li>3. Where is our school?</li> <li>4. What is the environment like around our school?</li> <li>5. How do you get to school?</li> <li>6. How can I use directions?</li> </ol>   | <ol style="list-style-type: none"> <li>1. What is the difference between a town, a city and a country?</li> <li>2. What 4 countries make up the UK?</li> <li>3. What is a journey?</li> <li>4. What is the UK like?</li> <li>5. What is London like?</li> <li>6. How is Brasilia different from London?</li> </ol>   | <ol style="list-style-type: none"> <li>1. What is weather?</li> <li>2. How does the weather affect us?</li> <li>3. How can you forecast the weather?</li> <li>4. Why are some weathers dangerous?</li> <li>5. What are hot and cold countries like?</li> <li>6. What are cold places like?</li> </ol>   |
| Vocabulary      | Windle, Ecclestone, journey, home address, school, local area, tourist information, head teacher, support staff, route, observations,  | Town, countryside, pros, cons, country, UK, Scotland, England, Wales, Northern Ireland,  | Seasons, observations, record, temperature, thermometer, United Kingdom, affects, temperature, seasons,   |

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|  | photography, physical features, compass, map, symbols, key  | hamlets, settlements, farmland, woodland, villages.  | autumn, spring, summer, winter, waterproof.   |
|--|---|--|---|
| School Context   | Children will learn about their local area by going on a local walk around Ecclestone/Windle. They will identify local landmarks, facilities and features of the area.  | Children will learn about the location of their homes and school in the wider context of the U.K. and the world. They will start to understand the similarities and differences between where they live and other places.  | Children will observe the weather from suitable vantage points during fieldwork.  |
| Cross Curricular Links<br><br>Previous Learning<br><br>In this year<br><br>Future Learning | Y1 History – Transport<br><br>Y1 Science - Seasonal Changes (Autumn and Winter)<br><br>Y1 Science - Seasonal Changes (Spring and Summer)<br><br>Y1 Science – Living Things and Their Habitats<br><br>Y2 Science – The Environment<br><br>Y2 Geography – Fieldwork in the local area<br><br>Y3 History – The Victorians<br><br>Y3 Art – Sketching Local Landscapes | Y1 History – Transport<br><br>Y1 Science - Seasonal Changes (Autumn and Winter)<br><br>Y1 Science - Seasonal Changes (Spring and Summer)<br><br>Y1 Science – Living Things and Their Habitats<br><br>Y2 Science – The Environment<br><br>Y2 Geography – Fieldwork in the local area<br><br>Y3 History – The Victorians<br><br>Y3 Geography – Europe<br><br>Y3 Geography - UK<br><br>Y3 Art – Sketching Local Landscapes<br><br>Y4 Geography – Rivers and the Water Cycle<br><br>Y5 Geography – Marvellous Maps | Y1 Science - Seasonal Changes (Autumn and Winter)<br><br>Y1 Science - Seasonal Changes (Spring and Summer)<br><br>Y5 Geography – Climate Zones and Tectonic Plates<br><br>Y6 Geography – Our Changing World |

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|-------------------|--|--------|--|
|                   |  |        |  |
| Year 2            | Autumn   | Spring | Summer   |
| KS1<br>End Points | <b>Locational Knowledge:</b> <ul style="list-style-type: none"> <li>Can name and locate the world's seven continents and five oceans</li> <li>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> |        | <b>Place Knowledge:</b> <ul style="list-style-type: none"> <li>Understands 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> |



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### Human and Physical Geography:

- Can 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
- Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Fieldwork:

Children will be able to –

- Use world maps, atlases and globes
- Use simple compass directions
- Use aerial photos and construct simple maps
- Undertake simple fieldwork within school locality

|            |   |   |   |
|------------|---|---|---|
|            |   |   |   |
| Unit title | The Seven Continents and 5 Oceans<br>   | Kenya<br>   | Fieldwork on a local area<br>   |
| Knowledge  | <ul style="list-style-type: none"> <li>• Seven Continents: Africa, Asia, Antarctica, Australia, Europe, North America and South America.</li> <li>• Five Oceans: Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean</li> </ul> | <ul style="list-style-type: none"> <li>• Each continent (apart from Antarctica) is separated into different countries.</li> <li>• Kenya is located in East Africa. It is known as the Republic of Kenya.</li> </ul> | <ul style="list-style-type: none"> <li>• Maps are drawings of actual landscapes and places that use line and symbols to represent real life objects.</li> <li>• knowledge of map symbols (river, church, roads etc) by using them on their own</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Europe is the second smallest continent in size.</li> <li>• Asia is the largest continent on Earth, with over 48 countries.</li> <li>• The population of Africa is just over one billion.</li> <li>• North America has 9 time zones!</li> <li>• The largest country in South America is Brazil</li> <li>• Four Compass directions: North, East, South and West</li> <li>• Seven Continents: Africa, Asia, Antarctica, Australia, Europe, North America and South America.</li> <li>• Five Oceans: Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean</li> <li>• Hemisphere = half a sphere</li> <li>• Europe is in the Northern Hemisphere</li> <li>• Australia is in the Southern Hemisphere</li> <li>• Weather is the day to day changes that we see happen. So, it can be sunny one day and rainy the next.</li> <li>• Climate is the average weather usually taken over 30 years for a particular place.</li> <li>• UK is in Europe.</li> <li>• Capital of France is Paris.</li> <li>• Landmarks of Paris: Eiffel Tower, Metro, Louvre, Arc De Triomphe and the River Seine.</li> <li>• Aerial views are Views from above.</li> </ul> | <ul style="list-style-type: none"> <li>• Kenya's population is around 44 million.</li> <li>• Capital city = Nairobi.</li> <li>• The Tana river is the longest river in Kenya.</li> <li>• Mount Kenya is the highest mountain in Kenya,</li> <li>• Kenya is diverse and is not just a poor country that is overrun with animals. There are wealthy areas and poorer areas. There are a mixture of rural and urban areas. Avoid misconceptions.</li> <li>• Kenya lies on the Equator, which means the climate is hot, sunny and dry for most of the year.</li> <li>• More than 60 languages are spoken</li> <li>• in Kenya! The official languages of Kenya are Swahili and English.</li> <li>• Some children go to school, but not all. Many children are too busy helping their families by working on the land, farming, cooking or fetching water.</li> <li>• Kenya has many different species of animals.</li> <li>• Kenya has over 50 national parks and game reserves across the country.</li> <li>• Within the parks and reserves are many different types of wildlife and habitats, such as wetlands, grasslands, forests, savannah and marine.</li> <li>• A national park is a protected area of land where only tourism and research is allowed by humans. No humans live in national parks.</li> <li>• The Maasai Mara National Reserve is famous world over for the large amount of wildlife including all members of the 'Big Five' which live there.</li> </ul> | <p>map keys, as well as identifying on others'</p> <ul style="list-style-type: none"> <li>• The compass directions are North, South, East, West).</li> <li>• To know that Eccleston is part of Merseyside and develop understanding of the countryside having different geographical features.</li> <li>• To know that Liverpool is a City and that cities have different geographical features than the countryside</li> <li>• To know the term 'land use' and know some ways that land use is different in the countryside than in their local area.</li> <li>• An aerial view is a picture from above.</li> <li>• It is good as you can see clear land use and size.</li> <li>• A route is a way or course taken in getting from a starting point to a destination.</li> <li>• To know that Eccleston is part of Merseyside and develop understanding of the countryside having different geographical features.</li> <li>• To know that Liverpool is a City and that cities have different geographical features than the countryside</li> </ul> |
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|-----------------|--|---|---|
|                 |  | <ul style="list-style-type: none"> <li>• In Kenya, animals migrate (move) from one place to another, across the land to find food, water or shelter.</li> <li>• The Big Five is a name given to the largest and most dangerous African animals: lion, leopard, African elephant, rhinoceros and Cape buffalo.</li> <li>• An endangered species is a species of animal or plant that is at risk of becoming extinct.</li> <li>• The Maasai Mara National reserve is famous world over for its large amount of wildlife, including all members of the 'Big Five'.</li> <li>• The Maasai people live in mud huts made by the Maasai women. The Maasai people own large herds of cows, goats and sheep.</li> <li>• Maasai men are traditionally in charge of their tribe.</li> <li>• Kenya is diverse and is not just a poor country that is overrun with animals. There are wealthy areas and poorer areas. There are a mixture of rural and urban areas. Avoid misconceptions.</li> </ul> |   |
| Lesson Sequence | <ol style="list-style-type: none"> <li>1. What are the names of the 7 continents and 5 oceans and where are they located?</li> <li>2. What is a journey line?</li> <li>3. Where are hot and cold countries located?</li> <li>4. What is Europe like?</li> <li>5. Which landmarks can I recognise?</li> <li>6. What physical features can I recognise?</li> </ol> | <ol style="list-style-type: none"> <li>1. Where is Kenya?</li> <li>2. How is St Helens similar to Nairobi and other villages in Kenya?</li> <li>3. What is a national park?</li> <li>4. Which animals can be found in Kenya?</li> <li>5. What is Maasai culture like?</li> <li>6. How are our lives similar to a child's in Kenya?</li> </ol>   | <ol style="list-style-type: none"> <li>1. What do symbols on a map mean?</li> <li>2. How can we use a compass to help us navigate?</li> <li>3. How can atlases help us?</li> <li>4. What is an aerial view?</li> <li>5. Can I make a map of the local area of St Helens?</li> </ol> |

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|  |  |   | 6. What are the differences between a town (St Helens) and a city (Liverpool)?   |
| Vocabulary   | Continent, islands, ocean, population, landmark, Australasia, desert, rainforest, countries, sea, islands, compass, Climate, equator, tropical, temperature, Capital City, currency, cuisine, aerial.            | Endangered, game reserve, habitat, migration, national park, rural, savannah, tourists, weather, Climate, Nairobi, Swahili, Tana river, equator   | City, town, St Helens, Liverpool, sketch, map, title, key, compass rose, direction, aerial, birds eye view, map symbols, route, local area, near, far, distance, time, transport, atlas, index, contents, human, physical, continent, country, Capital City, ground level view, perspective, labels, colour code.    |
| School Context   | <ul style="list-style-type: none"> <li>To participate in discussions about the UK and its relationship to Europe</li> <li>Children to talk about their experiences of different continents and oceans</li> </ul> | <ul style="list-style-type: none"> <li>Walk a route around Eccleston/Windle</li> <li>Make a collage of local area</li> <li>Comparisons with local area and Kenya</li> <li>Homework project about Kenya</li> </ul> | <ul style="list-style-type: none"> <li>Complete homework project about Eccleston/Windle and present this to peers</li> <li>Speak to community members about their opinions and positive experiences of Eccleston/Windle</li> <li>Discuss facilities and recreational spaces in Eccleston/Windle</li> <li></li> </ul> |
| Cross Curricular Links<br><br>Previous Learning<br><br>In this year<br><br>Future Learning | Y1 History – Transport<br><br>Y2 Geography – Kenya<br>Y2 Art – Yinka Shonibare<br><br>Y3 – 6 Geography topics  | Y2 Geography – Seven Continents and Five Oceans<br>Y2 Art – Yinka Shonibare<br><br>Y6 History – The Atlantic Slave Trade  | Y1 Geography – The UK<br>Y1 Geography – Our School<br>Y1 History – Transport<br><br>Y3 History – The Victorians<br>Y3 Geography – The UK<br>Y5 – Marvellous Maps<br>Y6 Geography – Trade and Economics   |
| Year 3   | Autumn   | Spring  | Summer   |
| KS2  | <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> </ul>    |   | <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a</li> </ul>  |

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|            |  |   |  |
|------------|--|---|--|
| End Points | <p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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> |   | region in a European country, and a region within North or South America   |
|            | <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands 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>  | <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>Can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> |  |
| Unit title | <p>UK</p>   | <p>Europe</p>    | <p>India</p>    |
| Knowledge  | <ul style="list-style-type: none"> <li>Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map</li> </ul>   | <ul style="list-style-type: none"> <li>Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe,</li> </ul>  | <ul style="list-style-type: none"> <li>India is in the continent of Asia. Asia is in the northern hemisphere. India is near China, Nepal and Pakistan. India is a</li> </ul> |

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## Geography Long Term Plan and Progression



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|  | <ul style="list-style-type: none"> <li>• Knows what defines a city as opposed to a town (i.e. cities must have a Cathedral)</li> <li>• To know the 8 point compass</li> <li>• Can name significant rivers of the UK and the seas that some rivers flow into</li> <li>• Knows that the Romans invaded Britain in AD 43 and built a settlement called Deva (Chester) on the banks of the River Dee and can describe some of the ways that Chester has changed since AD43</li> <li>• Knows and can describe how the UK population has changed over time</li> <li>• A County is a smaller area of the UK containing lots of towns and villages.</li> <li>• Knows and can name some of the mountain regions in the UK</li> <li>• The colours on a topographical map show the different heights of the ground above sea level. Green areas are the lowest and red areas are the highest.</li> <li>• Knows how to find specific information from an atlas (page numbers and compass rose and index)</li> <li>• The Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames.</li> <li>• Population = 60 000</li> <li>• During the Second World War, areas of London were bombed</li> <li>• Knows where some immigrants to the UK migrated from, within an historical context.</li> </ul> | <ul style="list-style-type: none"> <li>including the location of Russia)</li> <li>• To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity.</li> <li>• To know significant environmental regions and their physical characteristics (eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucas)</li> <li>• To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral).</li> <li>• To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan)</li> <li>• To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent.</li> <li>• To know that the single market makes trade between European countries easier and that trade within the single market can involve countries beyond Europe (for example, Canada).</li> </ul> | <ul style="list-style-type: none"> <li>country in South Asia. It is one of the most-populated countries in the world. There are about 1.2 BILLION people living in India. India's official name is the Republic of India.</li> <li>• Fold mountains are formed when two of the Earth's plates collide together and their edges crumble upwards. Volcanic mountains are formed when</li> <li>• hot lava breaks the Earth's surface then cools. Fault-block mountains are formed when the Earth's crust breaks into block chunks. Plateau mountains are formed by erosion from water or hot lava. Dome mountains are formed when hot magma (lava) gets forced to the Earth's surface</li> <li>• The major rivers in India start from the Himalayas, the Vindhyas and the Western Ghats. Most of the rivers finish in the Bay of Bengal.</li> <li>• Human features are structures that have been built or made by humans. Physical features describe the natural environment of a city or area.</li> <li>• New Delhi is the capital city of India. The city is found in the district of Delhi.</li> <li>• India has many different folk dances such as, Odissi,</li> <li>• Bhangra and Kuchipudi. Dance is viewed as the</li> <li>• inner expression of beauty. India has some impressive buildings that have been named as world heritage sites, meaning they are special, protected places. Traditional clothing for women in India is the sari.</li> <li>• The United Kingdom is an island made up of four</li> <li>• smaller countries. It is surrounded by</li> </ul> |
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|  |  |  | five main bodies of water. India is a country that is surrounded by other countries. It is not an island. India is surrounded by three main bodies of water.   |
| Lesson Sequence  | <ol style="list-style-type: none"> <li>Which countries and cities are located in the UK?</li> <li>Which rivers and seas are located in the UK?</li> <li>What counties can be found in the UK?</li> <li>What areas of high ground are there in the UK?</li> <li>How has London changed over time?</li> <li>How has the UK changed over time?</li> </ol> | <ol style="list-style-type: none"> <li>Where on the map is Europe?</li> <li>Which countries are in Europe?</li> <li>What are the features of European countries?</li> <li>What are the Capital cities of Europe?</li> <li>What are the similarities and differences of two European cities?</li> <li>What are human and physical features of a country?</li> </ol> | <ol style="list-style-type: none"> <li>Where is India?</li> <li>Which mountain ranges can be found in India?</li> <li>Which rivers can be located in India?</li> <li>What human and physical features are there in cities in India?</li> <li>How has India influenced other countries?</li> <li>How is India similar to the UK?</li> </ol> |
| Vocabulary   | Country, prime meridian, immigration, Great Britain, landmark, millennium, landscape, Scotland, England, Northern Ireland, Wales, counties, transport, public safety, policing, education, services, local, rural, urban.  | Continents, Europe, features, oceans, maps, UK, location, flag, currency, government, country, capital city, compare, physical features, human features, atlas.  | Locate, India, countries, climate region, monsoon, mountains, mountain ranges, Mount Everest, rivers, Ganges river, Narmada river, Maharashtra flood, human and physical features, cultures, traditions, similarities, differences.  |
| School Context   | <ul style="list-style-type: none"> <li>Children describe routes to locate areas from our school using the compass rose</li> </ul>  | <ul style="list-style-type: none"> <li>Children to make connections with personal travels / family living in Europe.</li> <li>Compare climate and weather changes.</li> </ul>  | <ul style="list-style-type: none"> <li>Compare how similar and different our school life is compared to a school in a city in India and a rural area in India.</li> </ul>  |
| Cross Curricular Links<br><br>Previous Learning<br><br>In this year<br><br>Future Learning | Y1 Geography – Our School<br>Y1 Geography – The UK<br>Y2 Geography – Fieldwork on a local area<br><br>Y3 Geography – Europe<br>Y3 History – The Victorians<br>Y3 Art– L5 Lowry   | Y1 Geography UK (Our Country)<br>Y2 Geography – Seven Continents and the Five Oceans<br><br>Y3 Geography – The UK<br><br>Y4 Geography – Spain and Catalonia  | Y2 Geography – Seven Continents and Five Oceans<br><br>Y4 Geography - Rivers and the Water Cycle   |



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|                       | Y4 Geography – Rivers and the Water Cycle<br>Y5 Geography – Marvellous Maps  | Y4 Art – Impressionism (Monet)<br>Y4 History – The Romans<br>Y4 History – Anglo Saxons, The Scots and the Picts<br>Y4 History – Ancient Greece<br>Y5 History – Anglo Saxons and Vikings<br>Y5 Art – Viking Art<br>Y6 History – WW2  |        |
| Year 4                | Autumn   | Spring  | Summer |
| KS2<br><br>End Points | <b>Locational Knowledge</b> <ul style="list-style-type: none"><li>• Can 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>• Can 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</li><li>• Can 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> | <b>Place Knowledge</b> <ul style="list-style-type: none"><li>• Understands 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>  |        |
|                       | <b>Human and Physical geography</b> <ul style="list-style-type: none"><li>• Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• Can describe and understands 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>Geographical Skills and Fieldwork:</b> <ul style="list-style-type: none"><li>• Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• Can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li></ul> |        |



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| Unit title | Rivers and the Water Cycle   | North America  | Spain and Catalonia   |
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| Knowledge  | <ul style="list-style-type: none"> <li>To relate the formation and continuum of rivers to their knowledge of the water cycle.</li> <li>To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges</li> <li>That middle course river features include wider, shallower valleys, meanders, and oxbow lakes.</li> <li>That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth.</li> <li>To know that rivers erode in four ways: Abrasion - when large pieces of bedload material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic</li> </ul> | <ul style="list-style-type: none"> <li>There are 23 countries in North America, with Canada being the biggest. Some geographical areas in North America belong to European countries.</li> <li>Knows and is able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America</li> <li>Like India, The USA is split into states. There are 50 states in the USA</li> <li>Mexico City is the largest city with more than 9 million people living there.</li> <li>Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.</li> <li>Greenland is not only the biggest island in North America but also in the world (it is an</li> </ul> | <ul style="list-style-type: none"> <li>The UK and Spain are both countries in the continent of Europe.</li> <li>Madrid is the capital city of Spain. It is located in central Spain.</li> <li>The 'Gran Via' or the 'Great Way' is a lively shopping areas known as the street that never sleeps.</li> <li>Parc Guell is a public park designed by Antonio Gaudi in Barcelona.</li> <li>La Sagrada Familia is a famous landmark in Barcelona, also created by Gaudi – it is still not finished (Estimated to complete in 2026)</li> <li>Andalucia, situated on the south coast of Spain and is famous for bullfights.</li> <li>Flamenco is a style of dance traditional to Spain.</li> <li>Paella is a Spanish dish particularly associated with the region of Valencia on the east coast.</li> <li>The Euro is the currency of Spain.</li> </ul> |

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|  | <p>water erodes rock.</p> <ul style="list-style-type: none"> <li>• To know major rivers around the world and where they are located</li> <li>•</li> <li>• Key Skills</li> <li>•</li> <li>• Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude</li> <li>• 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</li> <li>• Use a Compass correctly to map the direction/location of our local canals and the direction water flows in</li> <li>• Locate local canals on a range of maps, including Ordnance Survey</li> </ul> | <p>autonomous territory of the Kingdom of Denmark).</p> <ul style="list-style-type: none"> <li>• The Missouri River is the longest in North America and flows through seven US states.</li> <li>• The Grand Canyon is a unique geographical feature in the USA and hosts more than one biome.</li> <li>• Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.</li> <li>• Montserrat is a British Overseas Territory in the Caribbean. It hosts many volcanoes. Following a volcanic eruption, many islanders migrated to London, UK.</li> <li>• Panama is a country in Central America. Its canal is an important trade route that links Atlantic and Pacific Oceans.</li> <li>•</li> <li>• Key Skills</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon).</li> <li>• To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA. .</li> <li>• To identify the flags of countries in North America using an atlas.</li> <li>• To locate the Panama Canal on a map and identify its significance to trade to the rest of the world.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• The Spanish flag is known as the 'Roigigualda' which means 'red and yellow'.</li> <li>• There are 44 countries in Europe.</li> <li>• Spain is divided into regions, called autonomous communities (there are 17) – in the UK we would call these regions or counties. Each community has its own capital city, flag and government.</li> <li>• Spain borders Portugal, France and Andorra, it also borders Gibraltar – a British Overseas Territory.</li> <li>• Spain is surrounded by the Atlantic ocean, the Bay of Biscay, the Mediterranean sea and the Balearic sea. The Strait of Gibraltar separates Spain from mainland Africa's Morocco.</li> <li>• The Canary Islands include 7 islands and the Balearic Islands consist of 4 major isles.</li> <li>• Spain has nearly 5000km of coastline (4964km), there are over 1800 rivers and Spain is home to the Pyrenees mountain range which is 430km long.</li> <li>• Catalonia is approx. 7.5 million people and has two main languages – Spanish and Catalanian.</li> <li>• Weather is conditions outside over a short time, climate refers to conditions outside over a long time (months/years).</li> <li>• Spain has three climates: Oceanic (warm summer, mild winter, high rainfall, less sun), Continental (hot summer, snow in winter, high rain in spring) and Mediterranean (mild, wet winters, dry summers—continuous temperatures).</li> <li>• Tourism is the commercial organisation of holidays and visits to places of interest.</li> <li>•</li> <li>• Key Skills</li> </ul> |
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|                  |  |  | <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including different regions, borders and surrounding waters of Spain).</li> </ul>   |
| Lesson Sequences | <ol style="list-style-type: none"> <li>1. What is the water cycle?</li> <li>2. How do rivers erode, transport and deposit materials?</li> <li>3. Why are rivers important?</li> <li>4. What effects does water pollution have on the environment?</li> <li>5. Where is the River Nile and where is the River Mersey?</li> <li>6. How are the River Nile and the River Mersey similar?</li> </ol> | <ol style="list-style-type: none"> <li>1. What countries make up North America?</li> <li>2. What is the climate like in North American countries?</li> <li>3. What are the geographical features of North America?</li> <li>4. What are the capital cities of countries in North America?</li> <li>5. How do time zones compare to others around the world?</li> <li>6. How is Liverpool similar to an American city?</li> <li>7. What are the human and physical features of a North American country?</li> </ol> | <ol style="list-style-type: none"> <li>1. What are the similarities and differences between the UK and Spain?</li> <li>2. Where is Spain?</li> <li>3. What are the physical features of Spain?</li> <li>4. How is the Spanish culture different to our own?</li> <li>5. How is Catalonia different from the rest of Spain?</li> <li>6. What is the climate like in Spain?</li> <li>7. Why is tourism important in Spain?</li> </ol> |
| Vocabulary       | <p>River, water cycle, evaporation, transpiration, movement, condensation, precipitation, liquid, gas, runoff, surface water, floodplain, tributary, bay, waterfall, clouds, delta, erosion, upstream, oxbow lake, downstream, basin, valley, source, bank, mouth, bay, downstream, map, atlas, Egypt, Merseyside, River Nile, River Mersey, erosion, deposition, transport, pollution.</p>      | <p>North America, states, countries, map, atlas, territory, climate, weather, geographical features, city, capital cities, time zones, Liverpool, similar, different, human features, physical features, culture, population, indigenous, size and scale, biome, trade.</p>  | <p>Spain, Europe, similar, different, map, location, autonomous community, bordering country, sea, ocean, physical geography, coastline, river, mountainous regions, human geography, culture, food, festivals, music, dance, Catalan, Catalonia, independence, opinion, weather, climate, climate zones, temperature, tourism, advantage, disadvantage.</p>  |

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| School Context   | We are located close to the River Mersey. The River Mersey is a river in the North West of England. Its name is derived from the Anglo-Saxon language and translates as "boundary river". The river may have been the border between the ancient kingdoms of Mercia and Northumbria and for centuries it has formed part of the boundary between the historic counties of Lancashire and Cheshire.   | Make human geographical links between Liverpool and Montserrat, exploring political connections and reasons for migration and differences in physical geography between the two locations.   | Look at similarities and differences between the UK and Spain. We learn Spanish in KS2 – why is it important to appreciate the culture of Spain and understand its geographical and human properties?  |
| Cross Curricular Links<br><br>Previous Learning<br><br>In this year<br><br>Future Learning | Y1 History – Transport<br>Y2 History – The Great Fire of London<br>Y3 History – Ancient Egypt<br>Y3 Science – Rocks and Soils<br>Y3 Geography – The UK<br>Y3 Geography – India<br><br>Y4 Science- States of Matter<br>Y4 Geography – Spain and Catalonia<br><br>Y5 Geography – Marvellous Maps<br>Y5 Geography – Climate Zones and Tectonic Plates<br>Y6 Geography – Our Changing World<br>Y6 Geography – South America  | Y2 Geography – Seven Continents and Five Oceans<br><br>Y4 DT – American Food<br>Y4 Art – Georgia O'Keeffe<br><br>Y5 Geography – Climate Zones and Tectonic Plates<br>Y6 Geography – Our Changing World<br>Y6 Geography – South America | Y2 Geography – Seven Continents and Five Oceans<br>Y3 Geography – Europe<br><br>Y3-6 Spanish   |
| Year 5   | Autumn   | Spring   | Summer   |
| KS2 End Points   | <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Can 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>Can 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</li> </ul> |  | <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Understands 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> |

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|            | <p>how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>Can 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>  |  |   |
|            | <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands 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>  | <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>Can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>  |   |
| Unit title | <p>Marvellous Maps</p>   | <p>Climate Zones and Tectonic Plates</p>    | <p>Enough for Everyone</p>    |
| Knowledge  | <ul style="list-style-type: none"> <li>A continent is a group of countries.</li> <li>Latitude is a measurement on a globe or map of location north or south of the Equator.</li> <li>Longitude is a measurement of location east or west of the prime meridian at Greenwich.</li> <li>Ordnance Survey maps were first made for the military in the 1700s, but it wasn't until the early 20th century that they started work on the maps we might recognise today.</li> <li>To be able to recognise 5 symbols from Ordnance Survey maps</li> <li>The four main directions on a compass are North, East, South and West.</li> <li>In between each of the 4 directions is: North</li> </ul> | <ul style="list-style-type: none"> <li>To know and understand the nature of the different Climate Zones around the world: The polar zones, the temperate zones and the tropical zones.</li> <li>Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation.</li> <li>Understand the impact of climate change on the different Climate Zones worldwide</li> <li>To know that climates become more varied in locations further from the equator and can be affected by different factors, such</li> </ul> | <ul style="list-style-type: none"> <li>Site (dry, flat, firm ground), Aspect (sufficient</li> <li>sunlight, shelter from prevailing winds), Resources (close to a water source, food supplies nearby), Links</li> <li>(convenient for transport links).</li> <li>Electricity starts in a power station, then to a pylon, wires, light switch to the light bulb.</li> <li>Four main types of power stations in the UK: Coal, CCGT, Nuclear and Pumped Storage.</li> <li>I can identify what makes an energy source renewable.</li> <li>I can name some of the renewable methods of power generation used in the UK.</li> </ul> |

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|                 | <p>east, South-east, North-west and South-west.</p> <ul style="list-style-type: none"> <li>On an Ordnance Survey map, each square represents the same size area: 1 square km (1km<sup>2</sup>).</li> <li>Eastings are numbers that run from left to right.</li> <li>Northings run from south to north.</li> <li>I Can plan a journey using the eight Compass points and four or six-figure grid references.</li> <li>I Can give directions using the eight compass points.</li> <li>I Can give four or six-figure co-ordinates for a location.</li> <li>I Can describe how land use has changed over time.</li> <li>I Can find similarities and differences between photographs of the same location.</li> <li>I Can find similarities and differences between maps of the same location.</li> <li>I Can suggest what the differences I have seen might tell me about why a place has changed.</li> </ul> | <p>as elevation.</p> <ul style="list-style-type: none"> <li>Understand that Climate Change has occurred naturally over millions of years but is now being influenced negatively by human activities</li> <li>Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.</li> <li>Earthquakes are caused by different types of movement in the earth's tectonic plates</li> <li>A tsunami is a giant wave. The name comes from the</li> <li>Japanese 'tsu' meaning harbour and 'hami' meaning wave.</li> <li>The giant waves of a tsunami have nothing to do with the weather. They are usually caused by earthquakes under the ocean floor, although they can be caused</li> <li>by other forces that disturb the ocean such as a falling meteor.</li> <li>Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes.</li> </ul> | <ul style="list-style-type: none"> <li>I Can explain some renewable methods of power generation.</li> <li>I Can describe the impact renewable sources have on UK electricity production.</li> <li>We get a mixture of food from abroad and the UK.</li> <li>There are advantages of growing them in the UK and importing them.</li> <li>Fresh UK broccoli released less CO<sub>2</sub> than fresh Spanish broccoli but freezing the UK broccoli increased the CO<sub>2</sub> to the same level as the Spanish produce.</li> <li>Conservation means using as few resources as possible.</li> <li>Efficiency means using resources as wisely as possible.</li> <li>It is increased production of CO<sub>2</sub> that is causing global warming.</li> <li>As our planet heats up, extreme weathers, floods and droughts are all more likely to occur.</li> <li>These in turn influence farming, food production and access to drinking water.</li> </ul> |
| Lesson Sequence | <ol style="list-style-type: none"> <li>How do you use a map?</li> <li>How do you read a map?</li> <li>What are the eight points of a compass?</li> <li>How do you read grid references?</li> <li>How can you plan a route using grid references?</li> <li>How has land use changed over time?</li> </ol>  | <ol style="list-style-type: none"> <li>What is happening with our weather?</li> <li>How is water distributed across the world?</li> <li>What extreme weather conditions are there across our world?</li> <li>What are earthquakes and what causes them?</li> <li>What are tsunamis and how are they caused?</li> </ol>  | <ol style="list-style-type: none"> <li>What do settlers need?</li> <li>How is electricity generated and distributed?</li> <li>Why do we need renewable sources of electricity?</li> <li>Where does our food come from?</li> <li>Why do we need to conserve food, water and energy supplies?</li> <li>Is there enough for everyone?</li> </ol>   |



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|  |  | 6. What are volcanoes and how are they formed?   |   |
| Vocabulary   | Latitude, longitude, prime meridian, index, nature reserve, national boundary, wind turbine, level crossing, north-east, south-east, north-west, south-west, ordnance survey, eastings, northings, grid references, symbols, routes, Compass, land use | Weather, climate, arctic circle, equator, Antarctic circle, Tropic of Cancer, Tropic of Capricorn, precipitation, evaporate, condensation, transpiration, drought, combustible, blizzard, cyclone, flood, hail, hurricane, lightning, tornado, typhoon, earthquakes, tectonic plates, crust, mantle, outer core, inner core, faults, Richter scale, tsunami, magma, lava, active, dormant, extinct | Settlement, resources, services, goods, electricity, supply, generation, power, Gigawatt (GW), coal, nuclear, CCGT, pumped storage, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, food miles, as the crow flies, efficiency, conservation, carbon footprint, poverty, food security, famine |
| School Context   | Understand the local area, use of maps and how they show land use. Understanding how land use has changed over time in St Helens and this can be seen on maps.   | The UK suffers relatively little extreme weather, due to our position in the world. It is important to know that weather patterns changing over time can mean climate change.  | We are learning about food production, food miles and how this can contribute to climate change. Bleak Hill's School Council are keen to join initiatives that support ways to tackle climate change.   |
| Cross Curricular Links<br><br>Previous Learning<br><br>In this year<br><br>Future Learning | Y1 Geography - Local area (Our School)<br><br>Y2 Geography - Fieldwork on a local area<br><br>Y6 Geography - Our Changing Planet   | Y1 Geography - Weather<br><br>Y2 Geography - Seven Continents and Five Oceans<br><br>Y3 Geography - Europe<br><br>Y3 Science - Rocks and Soils<br><br>Year 6 - South America<br><br>Year 6 - Our Changing World  | Y1 Geography - Weather<br><br>Y2 Geography - Seven Continents and Five Oceans<br><br>Year 6 - Trade and Economics   |
| Year 6   | Autumn   | Spring   | Summer  |



# Bleak Hill Primary School

## Geography Long Term Plan and Progression



| Unit title     | Our Changing World<br>  | South America<br>  | Trade and Economics<br>   |
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| KS2 End Points | <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Can 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>Can 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</li> <li>Can 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> |   | <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Understands 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>   |
|                | <b>Human and Physical geography</b> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands 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>Geographical Skills and Fieldwork:</b> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> |
| Unit title     | Our Changing World   | South America   | Trade and Economics  |
| Knowledge      | <ul style="list-style-type: none"> <li>There are three types of weathering physical chemical and biological.</li> <li>Erosion is where natural materials are worn</li> </ul>   | <ul style="list-style-type: none"> <li>South America is a continent in the southern hemisphere.</li> <li>It is surrounded by the Pacific, Atlantic and</li> </ul> | <ul style="list-style-type: none"> <li>Trading is buying and selling goods and services.</li> <li>Importing is goods or services being</li> </ul>  |

# Bleak Hill Primary School

## Geography Long Term Plan and Progression



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|  | <p>away and transported away by environmental features</p> <ul style="list-style-type: none"> <li>Physical weathering is where water gets into cracks, freezes, expands and cracks</li> <li>Chemical weathering is when acidic rainwater causes chemical reactions with eventually dissolves rock.</li> <li>Biological weathering is caused by animals and plants.</li> <li>Features of a coastline include coasts, dunes, caves, bays, beaches, cliffs, headland, arches, stacks, spits</li> <li>Spits are formed by deposition.</li> <li>Bays, headlands, arches, stacks and stumps are formed by erosion.</li> <li>Landscapes change over time for many reasons including : new houses, new buildings and roads being built, old buildings demolished or updated; areas of land may be cleared for farming or building</li> <li>Some areas of land may be protected (for example listed buildings, national or country parks, green belt conservation areas, sites of special scientific interest and world heritage sites.</li> <li>Many counties and borders across the world have and are still changing, due to human political activity and natural activity</li> <li>Human/political activity includes tribes claiming areas of land, invasion/war, migration of settlers, royal/political unions</li> <li>Natural activity includes rising sea levels and natural processes such as changing river courses or volcanic eruptions</li> <li>Humans have had impacts on the Earth.</li> </ul> | <p>Southern Oceans.</p> <ul style="list-style-type: none"> <li>It has a population of nearly 400 million people.</li> <li>It is home to the largest river in the world by volume (the Amazon River).</li> <li>South America is made up of 12 countries.</li> <li>There are several climates in South America: hot &amp; tropical and cold &amp; snowy. Many parts of South America are hot and humid as they lie near the equator.</li> <li>Rainforests are hot and humid because they are near the equator.</li> <li>The Atacama Desert is the hottest, driest desert in the world.</li> <li>The Andes mountain range runs nearly the whole length of SA and the climate changes depending on the location.</li> <li>Topographical maps show the physical features of an area.</li> <li>The mountain range that runs down the west side of SA is called the Andes and is the longest mountain range in the world.</li> <li>One famous historical site situated in the Andes is the Inca City of Machu Picchu.</li> <li>Some mountains are formed when tectonic plates push against each other. The west of SA lies between two tectonic plates – south American plate and Nazca plate.</li> <li>Many of the mountains in the Andes are volcanoes.</li> <li>Physical geography looks at the natural world. Human geography looks at people, communities and cultures.</li> <li>Trade is swapping something for something else – e.g. goods and services.</li> </ul> | <p>purchased from one country and brought into the UK</p> <ul style="list-style-type: none"> <li>Exporting is goods or services made in the UK being sold to another country</li> <li>Countries need to import goods as they may not be readily available in that country</li> <li>We (the UK) trade with many countries.</li> <li>Mostly – European countries, China and the USA. We also import fruit and vegetables from South Asia and South America.</li> <li>Coffee, cotton, sugar, fruit, nuts and shrimp are imported to the UK from El Salvador.</li> <li>There are many issues facing people in El Salvador: if crops fail, families lose money; the rocky steep landscape makes farming hard and growing the same crops every year means that diseases spread easily; and in the dry season, the water supply is limited – this means sometimes that families need to walk to the nearest well otherwise the crops may not survive.</li> <li>Fair trade is a way of buying goods designed to ensure that producers in developing countries are paid a fair and stable price for the goods that we buy from them.</li> <li>Developing countries can be seen as a nation where people live on much less money and fewer public services than an industrialized</li> </ul> |
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# Bleak Hill Primary School

## Geography Long Term Plan and Progression



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|                 |   | <ul style="list-style-type: none"> <li>South America's biggest industry is agriculture -farming- Colombia and Ecuador export lots of bananas.</li> <li>You can see the country of origin on items in the supermarket.</li> <li>SA is also famous for coffee and cocoa beans.</li> <li>Brazil: Brazil is the largest country and covers almost half the continent.</li> <li>Sugar loaf mountain is one of the most famous natural landmarks in Brazil.</li> <li>Christ the Redeemer is a monument in Rio de Janeiro.</li> <li>Rio de Janeiro was discovered by the Portuguese on the 22nd April 1500.</li> <li>MaraCana Stadium was named after the Rio MaraCana, a river in Rio de Janeiro.</li> </ul> | <p>nation</p> <ul style="list-style-type: none"> <li>Fair trade supports protecting the environment, training for farmers, the protection of workers' rights, protecting payment of the fair trade minimum price and the payment of fairtrade premiums to invest in businesses and community projects.</li> <li>A global supply chain is the different places a product and its parts come from, and travel to, on it way to the consumer.</li> <li>A multinational company is a company that operates in more than one country at a time. They can also own and control the production of goods or services in at least one country other than its home country.</li> <li>Lots of goods that were imported in Tudor times are still imported today, however due to technology such as greenhouses, we are also able to produce some of these items in the UK.</li> <li>The main difference is the movement of goods.</li> <li>Tudor era – ship and horse &amp; cart, Victorian era- ship and steam train, today – tankers/ships, lorries, Cargo planes.</li> </ul> |
| Lesson Sequence | <ol style="list-style-type: none"> <li>What is weathering?</li> <li>What are the features of a coastline?</li> <li>How do coasts change?</li> </ol> | <ol style="list-style-type: none"> <li>Where is South America and what counties are there?</li> <li>What is the climate like in South</li> </ol>   | <ol style="list-style-type: none"> <li>Why do we trade?</li> <li>Who do we trade with?</li> <li>Why do we trade with El Salvador?</li> </ol>  |

# Bleak Hill Primary School

## Geography Long Term Plan and Progression



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|                | <p>4. Why do boundaries change?</p> <p>5. How do landscapes change?</p> <p>6. What does the future hold?</p>  | <p>America?</p> <p>3. What are the major mountain ranges in South America?</p> <p>4. What is the human geography of South America like?</p> <p>5. How does trade and industry work in South America?</p> <p>6. How is Brazil similar and different to the UK?</p>   | <p>4. Why is fair trade important?</p> <p>5. What is a global supply chain?</p> <p>6. How has trading changed?</p>  |
| Vocabulary     | <p>Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion,</p>  | <p>Trade, location, economics, industry, geographical features, climate, climate zones, temperate, sub-tropical, Andes, Brazil, Spanish, Portuguese, language, culture, human geography, world trade, products, import, export, Ecuador, Colombia, Venezuela, Guyana, Suriname, French Guinea, Bolivia, Peru, Paraguay, Argentina, Uruguay.</p> | <p>Trade, trade links, import, export, Tudor, Victorian, British Empire, Globalisation, brand, multinational company, supply, fair trade, Fairtrade, El Salvador, key.</p>  |
| School Context | <p>The north-west area has beaches (e.g Formby) and these are caused by deposition.</p> <p>The south west of England faces a lot of erosion – why?</p> <p>Children understand the difference between erosion and deposition and how this can change.</p> <p>Children recap previous knowledge from history on how boundaries can change.</p> <p>How has St Helens' landscape changed? Why has it changed?</p> | <p>Children relate landmarks and regions to own experiences for comparison and explain similarities and differences to the UK.</p>  | <p>Children relate trade to their daily life and products they use. Where do they come from? Why is it possible to have them?</p> <p>Products with Fairtrade symbols – what do they know about this symbol and why is it important? Which products have we seen with this symbol?</p> |

# Bleak Hill Primary School

## Geography Long Term Plan and Progression



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| <p>Cross Curricular Links</p> <p>Previous Learning</p> <p>In this year</p> <p>Future Learning</p> | <p>Y1 Geography - Our School</p> <p>Y1 Geography - The UK</p> <p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y2 Science – The Environment</p> <p>Y3 Science– Rocks and Soils</p> <p>Y5 Science – Living Things and their Habitats</p> <p>Y5 Geography – Enough for Everyone</p> <p>Y6 Geography – Trade and Economics</p> | <p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y3 Geography – India</p> <p>Y4 Geography – North America</p> <p>Y4 DT – American Food</p> <p>Y3 – 6 - Spanish</p> | <p>Y5 Geography – Enough for Everyone</p> <p>Y6 Geography – Our Changing World</p> |
|---|--|---|--|