



**Crayke Church of England Primary School**  
**Coverage and Progression**  
**Geography**

	<u>AUTUMN TERM</u>	<u>SPRING TERM</u>	<u>SUMMER TERM</u>
<b>Class 1</b> Reception	<b>Autumn 1:</b> <i>Incredible Me!</i>	<b>Spring 1:</b> <i>Dinosaurs Rock!</i>	<b>Summer 1:</b> <i>Ready, Steady, Grow</i>
	<b>Autumn 2:</b> <i>Fabulous Farming</i>	<b>Spring 2:</b> <i>Once Upon a Time</i>	<b>Summer 2:</b> <i>Up, Up and Away!</i>
<b>Class 2</b> Year 1/2	<b>Year A:</b> <i>Shiver me timbers</i>	<b>Year A:</b> <i>Growing, growing, grown!</i>	<b>Year A:</b> <i>Animal Explorers</i>
	<b>Year B:</b> <i>Happily Ever After</i>	<b>Year B:</b> <i>Oh, I do like to be beside the seaside!</i>	<b>Year B:</b> <i>Step into Summer</i>
<b>Class 3</b> Year 3/4	<b>Year A:</b> <i>Through the Ages</i>	<b>Year A:</b> <i>The Inventing Room</i>	<b>Year A:</b> <i>Radical Romans</i>
	<b>Year B:</b> <i>Our Blue Planet</i>	<b>Year B:</b> <i>Tales from Dragon Mountain</i>	<b>Year B:</b> <i>Pharaohs, Farms and Feasts</i>
<b>Class 4</b> Year 5/6	<b>Year A:</b> <i>A Child's War</i>	<b>Year A:</b> <i>Maps, makers and moral mires</i>	<b>Year A:</b> <i>The Book of Life</i>
	<b>Year B:</b> <i>Into the Darkness...</i>	<b>Year B:</b> <i>Journeys</i>	<b>Year B:</b> <i>It's all Greek to me!</i>

**Year A: 2020/2021**

**Year B: 2021/2022**

Threshold concept	Milestone 1 (Class 2/Year 1+2)	Milestone 2 (Class 3/Year 3+4)	Milestone 3 (Class 4/Year 5+6)
<ul style="list-style-type: none"> <li><b>Investigate places</b></li> </ul> <p>This concept involves understanding the geographical</p>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>

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location of places and their physical and human features.	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>			<ul style="list-style-type: none"> <li>Explain own views about locations, giving reasons.</li> </ul>			<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>			<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>			<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>			<ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps,</li> </ul>			<ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.</li> </ul>		

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			plans and graphs and digital technologies.			Record the results in a range of ways.
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A SPR A SUM A
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B SPR B SUM B
<ul style="list-style-type: none"> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>			<ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>			<ul style="list-style-type: none"> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul>
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A SPR A SUM A
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B SPR B SUM B
<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>			<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these</li> </ul>			<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>

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				aspects <b>have changed over time.</b>					
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> </ul>			<ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>			<ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
<ul style="list-style-type: none"> <li><b>Investigate patterns</b></li> </ul> <p>This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources</p>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>			<ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul>			<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns</li> </ul>			<ul style="list-style-type: none"> <li>Describe geographical similarities and</li> </ul>			<ul style="list-style-type: none"> <li>Understand some of the reasons for geographical</li> </ul>		

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are used and transported.	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.			differences between countries.			similarities and differences between countries.		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	• Identify land use around the school.			• Describe how the locality of the school has changed over time.			• Describe how locations around the world are changing and explain some of the reasons for change.		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
							• Describe geographical diversity across the world.		
							AUT A	SPR A	SUM A
							AUT B	SPR B	SUM B
							• Describe how countries and geographical		

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							regions are interconnected and interdependent.		
							AUT A	SPR A	SUM A
							AUT B	SPR B	SUM B
<ul style="list-style-type: none"> <li>• <b>Communicate geographically</b></li> </ul> <p>This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> </ul>		<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> </ul>		<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> </ul>				
	<ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. (Class 3)</li> </ul>				
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
<ul style="list-style-type: none"> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements, land use, economic activity</li> </ul>					

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							including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
<ul style="list-style-type: none"> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>			<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>			<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>		
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
<ul style="list-style-type: none"> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>						<ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>		
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B

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