



Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

“Geography explains the past, illuminates the present and prepares us for the future.”

Michael Palin

Contents	
Item	Page
What does it mean to be a Crayke geographer? Overview	2 - 5
Progression in Geography - overview	6 - 7
Progression in EYFS	8 – 11
Bridging EYFS and KS1	12
Progression in Key Stage 1	13 – 14
Progression in Key Stage 2	15 – 18
Threshold concepts overview	19 – 25
Vocabulary progression	26 – 29
Including pupils with SEND in Geography	30 - 33

FOLLOW YOUR PATHWAY AND WE GROW TOGETHER WITH CONFIDENCE

*You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you. John 15:16*

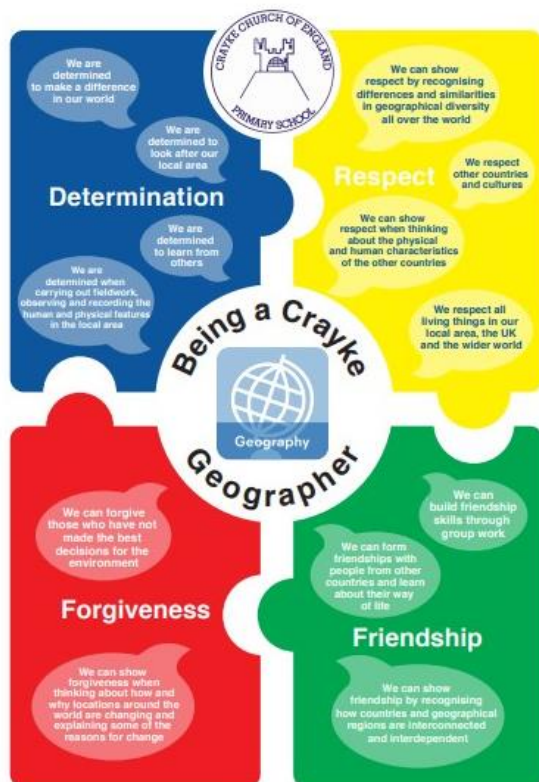
Friendship Forgiveness Respect Determination



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

What does it mean to be a Crayke Geographer?

“Geography explains the past, illuminates the present and prepares us for the future.” Michael Palin



Using a thematic approach, we ensure that there is appropriate **coverage** of the requirements of the National Curriculum, within the bounds of our two-year rolling programme due to our mixed-age classes.

We use Chris Quigley Essentials' Threshold Concepts in order to develop children's geographical knowledge, skills and concepts:

- *Investigate places
- *Investigate patterns
- *Communicate geographically

Themes in geography provide the opportunity for pupils to answer "**Enquiry Questions**" which underpin both the content and skills we want the children to learn over the course of a unit of learning.

The use of **geographical vocabulary**, in context, is planned and sequenced as outlined on medium term plans.



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Disciplinary and Substantive Concepts

Key to our geography curriculum is the linking of **disciplinary concepts** as children dive deeper into the subject. We recognise these in geography as:

Disciplinary Concepts					
KS1	Map skills	Fieldwork		Similarities and difference	
LKS2	Map skills	Fieldwork	Similarities and difference	Research and enquiry	
UKS2	Map skills	Fieldwork	Similarities and difference	Research and enquiry	Cause and consequence

Links to these are drawn in all schemes of learning – regular reference to these disciplinary concepts allow children to develop their thinking like geographers.



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Substantive Concepts - Children will develop their disciplinary understanding through their learning about key substantive (abstract) concepts: the knowledge about specific places that we teach as we establish facts and explore maps. These concepts are repeated as children move up through the key stages, creating a pathway through their geography learning that builds up a conceptual map of understanding. These concepts include, but are not limited to:

Substantive Concepts					
KS1	Place		Scale		Cultural diversity
LKS2	Place and Scale	Cultural diversity	Physical and Human processes		Environmental impact
UKS2	Place and Scale	Cultural diversity	Physical and Human processes	Environmental impact	Interdependence

The Geographical curriculum focuses on four forms of geographical knowledge;

Locational Knowledge – Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework that they need to understand locational knowledge. ‘Knowing where’s where;’ this supports pupils’ identity and sense of place and contributes to their understanding of geographical processes. Over time. Pupils learn more locational knowledge. They become increasingly fluent in identifying specific locations.

Place Knowledge – Place knowledge brings meaning to locations and processes studied. The curriculum and teachers’ plans build pupils’ knowledge of place by linking to places that pupils are already know or are familiar with. The curriculum gives pupils the knowledge they need to develop an increasingly complex understanding of place. This helps them to connect different aspects of geography. It also gives them different perspectives. The curriculum builds pupils’ place knowledge over time. This allows them to make meaningful comparisons.



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Environmental, physical and human geography – Increasingly detailed knowledge of physical and human processes allows pupils to describe and explain different environments. Through this, pupils develop an appreciation of interconnectedness. Component knowledge is identified precisely and sequenced so pupils can fully understand a wide range of environmental, human and physical processes.

Geographical skills and fieldwork – Pupils procedural knowledge (geographical skills) allows them to gather, analyse, present an interpret information, and in doing so, they become adept at identifying patterns and trends. They develop specific skills to represent and interpret geographical data. Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports pupils to appreciate the interplay between them.

Subject Leader	Louise Rayner
Link Governor	Tracey Roberts
CPD	Chris Quigley Essentials Curriculum/Carousel/Geographical Association/
LK: Locational knowledge	HPG: Human and physical geography
PK: Place knowledge	GSF: Geographical skills and fieldwork



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Substantive knowledge

Locational knowledge

For example: name and locate locations; positioning systems

Place knowledge

The connection of location and physical and/or human geography processes with personal experience

Environmental, physical and human geography

For example: migration; glaciation; climate change

Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge
Insight into the ways geography experts think



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Progression in Geography at Crayke Primary

Our Curriculum – how does it progress from Early Years to Key Stage 3?

- In EYFS, the concepts of past and present, people, culture and communities and the natural world are explored and different environments, countries and cultures are explored through experiences and stories shared. The pupils will begin to learn vocabulary associated with their immediate environment and begin to understand more about the wider world. Early Years curriculum map which is detailed in the section below has been devised to feed into the Key Stage 1 curriculum.
- Key Stage 1 units have been planned to provide opportunities for diversity when learning about different places and cultures.
- Our Key Stage 2 units have been arranged with opportunities to provide children with a clear understanding of the different geographical concepts studied.
- Units of work have been built around a central enquiry question with and using the Chris Quigley Essentials milestone statements alongside the National Curriculum objectives. Key concepts have been agreed to thread through all topics in the school.
- As they move into Key Stage 3, consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

EYFS

Below shows the progression of skills that demonstrate the development of the education programme.

Education Programme

Understanding the world involves guiding children to make sense of their physical world and their community. 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. (PCC) Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (TNW)

Autumn Provision – Incredible Me and Fabulous Farming

Our local area – Our school and surrounding area
 Where we live
 Begin to learn about people around the world
 Explore how this country is different to other countries
 The difference between farming in Britain and farming in different countries
 Walking through Crayke – taking photographs and locating different houses, school, church, castle etc.

Check Point 1 December (Emerging)

I can tell you where I live – town and country
 I can tell you about where I live, my home style and favourite thing to do here.
 I am beginning to know about people around the world.

 I can play outdoors.
 I can observe the natural world outside my classroom.

Check Point 1 December (Expected)

I can explore a different country.
 I can see this country is different to where I live.

 I can explore my outdoor environment.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

<p>I am beginning to use descriptive words to describe what I see outdoors.</p> <p>I can tell you I live in a town/village. I can tell you the nearest city.</p> <p>I can talk about the weather. I can tell you if I need a coat. I observe changes in the weather. I am beginning to learn about the seasons.</p> <p>I can show you a map. I can explore a simple map.</p>	<p>I can explore my outdoors to experience changes, weather and physical challenges. I can use my senses to explore the natural world. I can climb to explore. I can explore unfamiliar areas in the outdoors. I can show you I'm interested in the outdoors.</p> <p>I can tell you where I live and describe its features. I can tell you about the countryside and how it's different to towns/cities.</p> <p>I can tell you about autumn. I can tell you about winter.</p> <p>I can explore a google map of our school. I can show you features. I can look at a local street map and explore our area.</p>
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Spring Provision – Dinosaurs Rock and Once Upon a Time

Look at the environments in which dinosaurs lived
 Explore the season of spring
 Explore maps in the context of story-telling– route of Goldilocks from her house etc.

Check Point 2 March (Emerging)	Check Point 2 March (Expected)
<p>I can talk about the weather. I can tell you if I need a coat. I observe changes in the weather. I am beginning to learn about the seasons.</p>	<p>I can tell you about spring.</p>



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

<p>I can tell you I live in a town/village. I can tell you the nearest city.</p> <p>I can show you a map. I can explore a simple map. I can make a story map with the location of a character's house/other significant landmark on it.</p>	<p>I can tell you where I live and describe its features. I can tell you about the countryside and how it's different to towns/cities.</p> <p>I can explore a google map of our school. I can show you features. I can look at a local street map and explore our area.</p>
Summer Provision – Ready, Steady, Grow and Up, Up and Away	
<p>Growing plants and vegetables Holidays Experiences in our lives – holidays, different places we have visited, people we know who have travelled to different places</p>	
Check Point 3 July	Check Point 3 July
<p>I am beginning to know about people around the world.</p>	<p>I can tell you about a place in the world I would like to go to and why. I can explore a different country. I can see this country is different to where I live. I can explore a celebration of a different kind and tell you what I liked.</p>
ELG	
<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their role in society <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences 	



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

and what has been read in class.

- 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.

The Natural World

- 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.
- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Bridging EYFS and Key Stage 1- Geography

Organisation of knowledge	Locational knowledge	Knowledge of places	Human and Physical geographical knowledge	Using maps
Relevant ELG	<p>ELG: The natural world</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals 		<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps 	
KS1 readiness objectives	<ul style="list-style-type: none"> • Know where they live • Know how they travel to school 	<ul style="list-style-type: none"> • Talk about some of the differences they notice when they are in different places • Talk about places when looking at books and watching tv/videos • Talking about places they have been to • Talk about places in stories • Using language that relates to place 	<ul style="list-style-type: none"> • Recognise elements of their environment that are manmade and natural 	<ul style="list-style-type: none"> • Make maps from stories • Follow simple maps in play



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Key Stage 1

Year 1/2 (A) 2022-2023			
	Autumn World focus	Spring UK focus	Summer World (Australia focus) contrasting with local (York)
Theme	Shiver Me Timbers	Growing, Growing, Grown	Animal Explorers
Enquiry Question	What is a pirate?	How can we explore growing?	Where are the wild things?
Knowledge/ Understanding	Compass Directions Drawing Maps Continents & Seas	Naming, locating and identifying characteristics of the 4 countries of the U.K Seasonal Daily Weather Patterns of the U.K	Australia – Sydney (contrasting with York) Locating Hot and Cold areas in relation to the equator
National Curriculum Area of Study	LK: Locational knowledge GSF: Geographical skills and fieldwork	LK: Locational knowledge HPG: Human and physical geography	PK: Place knowledge HPG: Human and physical geography
Disciplinary Concepts	Fieldwork	Map skills	Similarities and differences
Substantive Concepts	Place	Scale	Cultural diversity



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Year 1/2 (B) 2023 - 2024			
	Autumn UK focus	Spring World focus	Summer Local focus
Theme	Happily Ever After	Oh, I do like to be beside the seaside	Step into Summer
Enquiry Question	How do people live happily ever after?	What is it like beside the seaside?	How has Crayke changed over time?
Knowledge/ Understanding	Creating our own maps Compass Directions	Continents & Seas Locating Hot and Cold areas in relation to the equator	Local Study of Crayke and the Land use around it
National Curriculum Area of Study	GSF: <i>Geographical skills and fieldwork</i>	LK: <i>Locational knowledge</i>	GSF: <i>Geographical skills and fieldwork</i> PK: <i>Place knowledge</i> HPG: <i>Human and physical geography</i>
Disciplinary Concepts	Map skills	Similarities and differences	Fieldwork
Substantive Concepts	Scale	Cultural diversity	Place



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Lower Key Stage 2

Year 3/4 (A) 2022 – 2023			
	Autumn UK focus	Spring Local focus	Summer European focus
Theme	Through the Ages	The Inventing Room	Radical Romans
Enquiry Question	How did life change through the Stone, Bronze and Iron Ages?	How did the invention of chocolate change York?	How did the Romans impact Britain?
Knowledge/ Understanding	Place knowledge: UK Locational knowledge: UK	Place knowledge: Local area within UK Locational knowledge: UK	Place knowledge: UK & Europe (Roman Empire) Locational knowledge: UK
National Curriculum Area of Study	HPG: Human and physical geography GSF: Geographical skills and fieldwork	GSF: Geographical skills and fieldwork PK: Place knowledge	LK: Locational knowledge PK: Place knowledge
Disciplinary Concepts	Similarities and differences	Research and enquiry Fieldwork	Map skills
Substantive Concepts	Cultural diversity	Physical and human processes	Place and Scale



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Year 3/4 (B) 2023 - 2024			
	Autumn UK focus	Spring World focus	Summer World focus
Theme	Our Blue Planet	Tales from Dragon Mountain	Pharaohs, Farms and Feasts
Enquiry Question	How can we care for our Blue Planet?	Why do people live on volcanoes and mountains?	What can we learn from what the Ancient Egyptians left behind?
Knowledge/ Understanding	Place knowledge: Region in the U.K (Lake District) Locational knowledge: UK	Place knowledge: World map – The Himalayas and Everest Locational knowledge: Europe - volcanoes	Place knowledge: World map Locational knowledge: Locating the world’s countries
National Curriculum Area of Study	HPG: Human and physical geography PK: Place knowledge GSF: Geographical skills and fieldwork	LK: Locational knowledge HPG: Human and physical geography	PK: Place knowledge HPG: Human and physical geography
Disciplinary Concepts	Map skills	Similarities and differences	Research and enquiry
Substantive Concepts	Environmental impact Place and scale	Physical and human processes	Cultural diversity



Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Upper Key Stage 2

Year 5/6 (A) 2022 - 2023			
	Autumn UK focus	Spring European focus, contrasted with Local area	Summer World focus
Theme	A Child's War	A Taste of Tuscany	Riches in the Rainforest
Enquiry Question	What was it like to be a child during WW2?	What do Tuscany and North Yorkshire have in common?	How did the rainforest support the Maya?
Knowledge/ Understanding	Place knowledge: UK map Locational knowledge: UK	<i>Place knowledge: A region in a European country</i> Locational knowledge: Europe	Place knowledge: Central America, rainforests Locational knowledge: North and South America
National Curriculum Area of Study	HPG: Human and physical geography LK: Locational knowledge	GSF: Geographical skills and fieldwork PK: Place knowledge	LK: Locational knowledge HPG: Human and physical geography
Disciplinary Concepts	Map skills Cause and consequence	Fieldwork Research and enquiry	Map skills Similarities and differences
Substantive Concepts	Place and scale Interdependence	Place and scale Physical and human processes	Cultural diversity Environmental impact



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Year 5/6 (B) 2023 - 2024			
	Autumn European focus	Spring UK focus	Summer World focus
Theme	It's All Greek to Me	Into the Darkness...	Journeys
Enquiry Question	How have the ancient Greeks influenced the world we live in?	What was it like to live in the Dark Ages?	How can we think about different areas of our life and our world as journeys?
Knowledge/ Understanding	Place knowledge: Europe Locational knowledge: Europe	Place knowledge: UK Locational knowledge: UK	Place knowledge: Region of North America – Yellowstone National Park (<i>comparing and contrasting with North York Moors and Yorkshire Dales National Parks</i>) Locational knowledge: North and South America
National Curriculum Area of Study	PK: Place knowledge HPG: Human and physical geography	GSF: Geographical skills and fieldwork LK: Locational knowledge	LK: Locational knowledge HPG: Human and physical geography GSF: Geographical skills and fieldwork
Disciplinary Concepts	Map skills Cause and consequence	Similarities and differences Fieldwork	Research and enquiry Fieldwork
Substantive Concepts	Place and scale Physical and human processes	Place and scale Physical and human processes	Interdependence Cultural diversity



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Threshold Concepts Overview

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"> Investigate places <p>This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> 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?). 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. 	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. 						
	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"> Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	<ul style="list-style-type: none"> Explain own views about locations, giving reasons. 	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. 						
	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"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of 						



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

countries, continents and oceans studied.						the characteristic features of a location.		
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"> Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. 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"> Use aerial images and plan perspectives to recognise landmarks and basic physical features. 			<ul style="list-style-type: none"> Use a range of resources to identify the key physical and human features of a location. 			<ul style="list-style-type: none"> 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). 		
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



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> 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 aspects have changed over time. 	<ul style="list-style-type: none"> 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.
	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"> Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics.
	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"> Investigate patterns 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

<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 are used and transported.</p>	of a small area of the United Kingdom and of a contrasting non-European country.			Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.			Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).		
	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"> 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. 			<ul style="list-style-type: none"> Describe geographical similarities and differences between countries. 			<ul style="list-style-type: none"> Understand some of the reasons for geographical 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
	<ul style="list-style-type: none"> Identify land use around the school. 			<ul style="list-style-type: none"> Describe how the locality of the school has changed over time. 			<ul style="list-style-type: none"> 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



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

			<ul style="list-style-type: none"> Describe geographical diversity across the world. 		
			AUT A	SPR A	SUM A
			AUT B	SPR B	SUM B
			<ul style="list-style-type: none"> Describe how countries and geographical regions are interconnected and interdependent. 		
			AUT A	SPR A	SUM A
			AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: 	<ul style="list-style-type: none"> Describe key aspects of: physical geography, including: 	<ul style="list-style-type: none"> Describe and understand key aspects of: 		



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

<ul style="list-style-type: none"> Communicate geographically <p>This concept involves understanding geographical representations, vocabulary and techniques.</p>	beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.			rivers, mountains, volcanoes and earthquakes and the water cycle.			<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. (Holly class) 		
	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"> key human features, including: city, town, village, factory, farm, house, office and shop. 			<ul style="list-style-type: none"> human geography, including: settlements and land use. 			<ul style="list-style-type: none"> human geography, including: settlements, land use, economic activity 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"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the 			<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge 			<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance 		



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

	location of features and routes on a map.			of the United Kingdom and the wider world.			Survey symbols) to communicate knowledge of the United Kingdom and the world.		
	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"> Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 						<ul style="list-style-type: none"> Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 		
	AUT A	SPR A	SUM A				AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B				AUT B	SPR B	SUM B



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Vocabulary Progression: Geography

The following represents the core vocabulary introduced in each year group but is not an exhaustive list and subject specific vocabulary will be introduced in line with subject areas.

The following vocabulary is introduced in Reception

city	a large town
house	a building where humans live
globe	the earth (also used to describe the round object depicting the earth)
map	a drawing of a place
town	a built-up area
transport	the vehicles used to move things from one place to another
village	a group of houses and building

The following vocabulary is introduced in Year 1/2

beach	a pebble or sandy shore
capital city	the main city in a country
climate	the average type of weather of a place over 30 years
coastal	an area by the sea
compass	used to show directions
country	a place with its own government
desert	an empty landscape with little rain
environment	everything which is around us
forest	an area with many trees
high tide	when the tide is at it's highest
human activity	things that people do
landscape	everything you can see across an area
low tide	when the tide is at it's lowest



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

ocean	a huge body of salt water
overseas	abroad / a different country
rural	areas which are not towns or cities
thermometer	used for measuring temperature
weather	whether it is hot, cold, windy, sunny, snowy etc
Atlantic Ocean	the second largest ocean
biome	a large region of earth which has a similar climate
coast	where the land meets the sea
continent	a large solid area of land
countryside	an open area away from the town
equator	a line which divides the world into the Northern and Southern Hemisphere
fieldwork	doing research in an open area
human	man-made
island	an area of land surrounded by the sea
local	the area around where people live or work
Northern Hemisphere	the area of land North of the equator
physical	natural
settlement	a place where people live
Southern Hemisphere	the area of land South of the equator
Temperate climate	the weather is not too hot or cold all year round
Time zone	a range or area where everyone follows a specific time
Tropical climate	parts of the Earth with extremely cold weather conditions such as the North and South poles



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

The following vocabulary is introduced in Year 3/4	
aerial photograph	a photograph which is taken from above
atlases	a book of maps and charts
birds eye view	a view from above – as if the photographer or artist was a bird
country	a nation with its own government
county	a territorial division of some countries, including the U.K
distribution	how something is spread out
European	the countries which make up Europe
landscape	the surrounding area of land
map index	a part of a map which tell you what the symbol represents
ordnance survey	the mapping agency of Great Britain
peninsula	an area of land almost completely surrounded by water
settlement	an area where people choose to live
state	an area organised by a government
symbol	a picture or icon which represents something
territory	a geographical area belonging to a state or government
Tropic of Cancer	an imaginary line around the earth, north of the equator
Tropic of Capricorn	an imaginary line around the Earth, south of the equator



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

The following vocabulary is introduced in Year 5/6

AONB	Area of Outstanding Natural Beauty
cultural heritage	objects, customs or traditions which are passed time over time
destination	an area or place where people choose to visit
economical	to do with money
GMT	the solar time counted from the Royal Observatory in London
grid reference	when a map is divided up into areas – the coordinates which identify the location
heritage	something passed down from generations
honeypot	a place popular with tourists
National Park	an area of Great Britain preserved by law
Northern Hemisphere	the part of the world to the North of the equator
regional	within the region or area of
remote	something which is far away from other things
scale	the relationship between the distance on a map and the distance on the ground
Southern Hemisphere	the part of the world to the south of the equator
tourist	a person who is travelling or visiting a place for pleasure
World Heritage Site	a natural or man-made site, area, or structure recognised as being of outstanding international importance
Polar climate	Very cold all year and covers the tops of mountains, the northern extremes of North America and Asia, and the southern coast of Greenland.
Tundra climate	Regions of the Earth with mild winters and hot, dry summers, and includes the land surrounding the Mediterranean
Mediterranean climate	weather is hot all year round



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Including pupils with SEND in Geography

Sound and light issues

- Interactive whiteboards are non-reflective to reduce glare.

Seating

- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Resources

- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.

Multi-sensory approaches

- Pupils may enjoy creating 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link geography with literacy (see www.readwritethink.org)
- Use photographs and audio descriptions to describe patterns, processes and key features " pupils can create a 'wordscape' of an area by writing (or having someone scribing for them) on a photograph or sketch of an area, adjectives or nouns to show its chief characteristics



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

- Resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available if appropriate (see www2.glos.ac.uk/gdn/disabil/blind/ch9_4.htm)
- Audio descriptions of material can be helpful for pupils with visual difficulties
- Use mind maps to help pupils see patterns and relationships.

ICT

- ICT can be used to make geography lessons more accessible for all pupils. For example, videoconferencing and e-mail with digital photographs attached are useful ways of linking pupils in one school with pupils in another, however far away. Pupils can exchange ideas about their contrasting localities. They can ask questions about the environment (the built-up area as well as the natural environment and the weather), the economics of the area (trade, jobs people do) and people and the way they live (including how disability, gender or age affect social relationships).

Planning support

- Pre-tutoring for some pupils in important geographical vocabulary, concepts and/or processes
- Scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill (eg accurate measurement, working with 'specialist' equipment)
- Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some pupils.

Developing responsibility

- Use collaborative tools like blogs, wikis and podcasts to enable pupils to make a positive contribution.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Teachers' communication

- Recognise that the language of geography may be challenging for many pupils – for example: " the specific geographical use of everyday words such as 'mouth of the river', 'water table' " terms specific to geography, such as 'erosion', and " terms like 'climate', 'gradient', 'height' or 'distance', which can create barriers for many pupils because of their abstract nature.
- Comparisons between places or peoples can create barriers for pupils with communication impairments, including pupils on the autism spectrum, because of the language needed to conceptualise how a place is the same as or different from somewhere else.
- Plan to teach new language explicitly.
- Give pupils opportunities to answer open-ended questions – eg "Why did the river flood?"
- Take care with using analogies, including, for example, the use of cartoon imagery to illustrate social issues.

Pupils' communication

- Build on activities, visits and field trips, using careful discussions that help pupils understand and use geographical vocabulary and help them to analyse and understand what they have seen.

Understanding the aims of the lesson

- Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in Maths. This could include symbols, images or objects to make it more accessible.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview - GEOGRAPHY

Recapping

- Invite pupils to reformulate concepts in their own words to check their understanding – eg asking pupils how they would explain it to another person, using cartoons.
- Reducing reliance on memory
- Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record.
- Simple audio recorders can be used instead of written notes during visits or field trips.

Consolidating learning

- Leave enough time to consolidate pupils' learning away at different points.