



# Crawley Down Village C of E School

## Geography curriculum progression document

Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26



### Intent

At Crawley Down Village C of E School, we believe that Geography should inspire learners with a *curiosity* and fascination about the local environment and wider world that will remain with them throughout their lives. We offer opportunities for learners to explore the environment around them in our school grounds and surrounding areas to develop their understanding of the human and physical world in which they live in and their place within it. Throughout our teaching, emphasis is placed on providing learners the opportunity to ask questions to deepen their interest and understanding about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We aim to ensure the knowledge and skills are built on term on term and year on year.

|                  | Autumn 1                                                                                            | Autumn 2 | Spring 1                                                                                                   | Spring 2 | Summer 1                                                                                         | Summer 2 |
|------------------|-----------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------|----------|
| <b>Reception</b> | Understanding where our school is.<br>Maps - Beebots, school and village<br>Globes - land and water |          | Cold and hot climates<br>Typical seasonal weather<br>Ariel maps - our school and village                   |          | People who help us in the community<br>Farming and crops in the UK<br>Languages around the world |          |
| <b>Year 1</b>    | School and grounds<br><i>*Fieldwork in school grounds</i>                                           |          | UK & Crawley Down                                                                                          |          | Farms                                                                                            |          |
| <b>Year 2</b>    | London & Crawley Down                                                                               |          | Comparison of UK and Kenya                                                                                 |          | Hot and cold areas<br>Understanding weather                                                      |          |
| <b>Year 3</b>    | Crawley Down study<br><i>*Fieldwork in Crawley Down</i>                                             |          | China, Nepal, North America (linked to explorers)                                                          |          | Volcanoes & earthquakes                                                                          |          |
| <b>Year 4</b>    | Comparison of France & UK                                                                           |          | Egypt study<br>Compare climates of Crawley Down and Egypt<br><i>*Fieldwork at school measuring climate</i> |          | Rivers and water cycle<br><i>*Fieldwork in Crawley Down and Bough Beach</i>                      |          |
| <b>Year 5</b>    | North America                                                                                       |          | Europe & Greece<br><i>*Fieldwork in London</i>                                                             |          | Grid references, symbols and keys                                                                |          |
| <b>Year 6</b>    | Comparison of East Grinstead & Portsmouth<br><i>*Fieldwork in both places</i>                       |          | Locating countries reached by Tudor exploration                                                            |          | Study of South America, focusing on Brazil                                                       |          |

**EYFS**

Children are provided with opportunities to explore the natural environment and make observations about what they see.

|                                                                                       | <b>Autumn 1</b><br><b>Once Upon a Time –</b><br><b>Wonderful Me &amp;</b><br><b>Families</b>                                                                                                                                                                                  | <b>Autumn 2</b><br><b>Once Upon a Time –</b><br><b>Traditional Tales</b>                                                                                                                                                                                                                 | <b>Spring 1</b><br><b>Move it - transport</b>                                                                                                                                                                                                                                                           | <b>Spring 2</b><br><b>Move it - transport</b>                                                                                                                                                                                                                                                                        | <b>Summer 1</b><br><b>Mammoth to Mini -</b><br><b>Dinosaurs</b>                                                                                                                                                                                             | <b>Summer 2</b><br><b>Mammoth to Mini –</b><br><b>Minibeasts and</b><br><b>planting</b>                                                                                                                                                                            | <b>Early Learning Goals</b>                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                       | Children experience a variety of learning opportunities to work towards the Early Learning Goal.                                                                                                                                                                              |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.                                                                                                                                                                                                                                                      |
| <b>Understanding the World</b><br><b>Geography – People, places and the Community</b> | <p><b>By the end of the Autumn 1, it is expected that children will be able to:</b></p> <p>Children will know about family structures and talk about who is part of their family</p> <p>Children will identify similarities and differences between themselves and peers.</p> | <p><b>By the end of the Autumn 2, it is expected that children will be able to:</b></p> <p>Children will know the name of the village the school is in</p> <p>Children will know about features of the immediate environment</p> <p>Children will observe typical weather in Autumn.</p> | <p><b>By the end of the Spring 1, it is expected that children will be able to:</b></p> <p>Children will be able to compare a cold climate to our climate</p> <p>Children will identify typical weather in Winter.</p> <p>Children will know that the green on a globe is land and the blue is sea.</p> | <p><b>By the end of the Spring 2, it is expected that children will be able to:</b></p> <p>Children will observe typical weather in Spring.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will know that a globe shows different countries around the world.</p> | <p><b>By the end of the Summer 1, it is expected that children will be able to:</b></p> <p>Children will know about people who help us within the local community</p> <p>Children will observe typical weather in Summer. They will compare all seasons</p> | <p><b>By the end of the Summer 2, it is expected that children will be able to:</b></p> <p>Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will know that people from other countries speak a different language</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 (where appropriate) maps.</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> |

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| VOCABULARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Country, England, Wales, Scotland, Northern Ireland, city, town, village, farm, house, hill, mountain, river, map, atlas, season, weather</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Autumn - Paddington                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring – Crowns and Castles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer – A Gardeners’ World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>By the end of the Autumn term, it is expected that children will be able to:</p> <p><b>Human and physical geography:</b><br/>Use basic geographical vocabulary to refer to key physical features of a forest, hill, mountain, city, village, town.</p> <p>Use basic geographical vocabulary to refer to seasons and weather.</p> <p><b>Geographical Skills and fieldwork:</b><br/>Use simple fieldwork and observation skills to study the geography of their school and its grounds.</p> <p>Use directional language to describe routes on a map.</p> <p>Devise a simple map.</p> <ul style="list-style-type: none"> <li><i>School grounds</i></li> </ul> | <p>By the end of the Spring term, it is expected that children will be able to:</p> <p><b>Locational knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the UK (England, Wales, Scotland, Northern Ireland) and its surrounding seas.</p> <p><b>Place knowledge:</b><br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <ul style="list-style-type: none"> <li><i>Crawley Down</i></li> </ul> <p><b>Geographical Skills and fieldwork:</b><br/>Use world maps, atlases and globes to identify the UK and its countries.</p> <p><b>Human and physical geography:</b><br/>Use basic geographical vocabulary to refer to seasons and weather.</p> <p>Use basic geographical vocabulary to refer to key physical features of a house.</p> | <p>By the end of the Summer term, it is expected that children will be able to:</p> <p><b>Place knowledge:</b><br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p><b>Human and physical geography:</b><br/>Use basic geographical vocabulary to refer to key physical features of a farm.</p> <p>Use basic geographical vocabulary to refer to seasons, weather and soil.</p> <p><b>Geographical Skills and fieldwork:</b><br/>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <ul style="list-style-type: none"> <li><i>Local farms</i></li> </ul> <p>Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features.</p> |

## Year 2

### Vocabulary

Reinforce Year 1 vocabulary and learn additional terms below:

- Beach, cliff, coast, ocean, soil, valley, continent, vegetation, factory, office

### Autumn – London's Burning

**By the end of the Autumn term, it is expected that children will be able to:**

#### Place knowledge:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.

- *London*

#### Human and physical geography:

Use basic geographical vocabulary to refer to key physical features of a town, city, village, factory, office and shop.

- *Revisit village, town and city from Year 1*

#### Geographical Skills and fieldwork:

Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Devise a simple map and use and construct basic symbols and a key.

- *Crawley Down and London*

Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features.

- *Build upon use of aerial photographs from Year 1*

### Spring - Africa

**By the end of the Spring term, it is expected that children will be able to:**

#### Place knowledge:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

- *Kenya*

#### Human and physical geography:

Use basic geographical vocabulary to refer to key physical features of vegetation.

#### Geographical Skills and fieldwork:

Use world maps, atlases and globes to identify countries, continents and oceans.

### Summer – What a Wonderful World

**By the end of the Summer term, it is expected that children will be able to:**

**Locational knowledge:** Name and locate the world's 7 continents and 5 oceans.

#### Human and physical geography:

Use basic geographical vocabulary to refer to key physical features of a beach, cliff, valley, coast, sea, ocean, river, harbour, port.

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator, and the North and South Poles.

#### Geographical Skills and fieldwork:

Use world maps, atlases and globes to identify oceans and seas.

## Year 3

### Vocabulary

Reinforce KS1 vocabulary and introduce:

- Settlement, latitude, longitude, equator, hemisphere, time zone, arctic, Antarctic, time zone, natural resources, land use, human, physical

| Autumn – Home Is Where the Heart Is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring – Mission Impossible                                                                                                                                                                                                                                                                                                                                                                        | Summer - Invasion                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>By the end of the Autumn term, it is expected that children will be able to:</b></p> <p><b>Place knowledge:</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <ul style="list-style-type: none"> <li><i>Crawley Down</i></li> </ul> <p><b>Locational knowledge:</b><br/>Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li><i>Crawley Down</i></li> </ul> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of types of settlements, land use, economic activity and trade links.</p> <ul style="list-style-type: none"> <li><i>Crawley Down</i></li> </ul> <p><b>Geographical skills and fieldwork:</b><br/>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK.</p> <p>Use field work to observe, record and present the human and physical features in the local area using sketch maps.</p> <ul style="list-style-type: none"> <li><i>Crawley Down</i></li> </ul> | <p><b>By the end of the Spring term, it is expected that children will be able to:</b></p> <p><b>Locational knowledge:</b><br/>Identify the position and significance of longitude, latitude, equator, northern and southern hemisphere</p> <p>Locate the world's countries using maps.</p> <ul style="list-style-type: none"> <li><i>China and Nepal</i></li> <li><i>North America</i></li> </ul> | <p><b>By the end of the Summer term, it is expected that children will be able to:</b></p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of volcanos and earthquakes.</p> <p><b>Human geography:</b><br/>Describe and understand key aspects of economic activity including trade links.</p> <ul style="list-style-type: none"> <li><i>Romans and modern day</i></li> </ul> |

## Year 4

### Vocabulary

Reinforce previous vocabulary and introduce:

- Climate zones, water cycle, climate, temperate, tropical, water distribution, flow, precipitation, transpiration, evaporation

| Autumn – Inside Out                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring – A Glimpse of Gold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer – Water, water everywhere                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>By the end of the Autumn term, it is expected that children will be able to:</b></p> <p><b>Place knowledge:</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.<br/>- France</p> <p><b>Geographical skills and fieldwork:</b><br/>Use maps, atlases and globes to locate countries and describe features studied.<br/>- European countries</p> <p>Use four figure grid references to build their knowledge of the wider world.</p> | <p><b>By the end of the Spring term, it is expected that children will be able to:</b></p> <p><b>Locational knowledge:</b><br/>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br/>- Egypt and African countries</p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of land use.<br/>- Egypt</p> <p><b>Geographical skills and fieldwork:</b><br/>Use maps, atlases and globes to locate countries and describe features studied.<br/>- Egypt and African countries</p> <p>Use fieldwork to observe, measure, record and present the human and physical in the local area using graphs.<br/>- Climate of Crawley Down compared to Egypt (measured at school)</p> <p>Use the eight points of the compass, symbols and key to build on their knowledge of the UK.<br/>- Revisit from Year 3</p> | <p><b>By the end of the Summer term, it is expected that children will be able to:</b></p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of physical geography, including: climate zones, rivers and the water cycle.<br/>Describe and understand the distribution of natural resources including energy, food, minerals and water.<br/>- United Kingdom</p> <p><b>Locational knowledge:</b><br/>Name and locate key topographical feature (including hills, mountains, coast and rivers).</p> <p><b>Geographical skills and fieldwork:</b><br/>Use fieldwork to observe, measure, record and present human and physical features in the local areas using plans.<br/>- Water sources (trip to Bough Beach and visiting rivers and streams in Crawley Down)</p> |

## Year 5

### Vocabulary

Reinforce previous vocabulary and introduce: economic activity, food distribution, facilities, biomes

#### Autumn – Mission to Mars

**By the end of the Autumn term, it is expected that children will be able to:**

##### Place knowledge:

Understand geographical similarities and differences through the study of human and physical geography of a region within North America.

##### Geographical skills and fieldwork:

Use atlases, maps, globes and digital computer mapping to locate countries and describe features studied.

- *North America*

##### Human and physical geography:

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and mountains

- *North America*

Describe and understand key aspect of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

- *North America*

##### Locational knowledge:

Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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).

- *Revisit latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere from Year 3*

#### Spring – Groovy Greeks

**By the end of the Spring term, it is expected that children will be able to:**

##### Locational knowledge:

Locate the world's countries, using maps to focus on Europe.

- *Europe*
- *Greece*

##### Geographical skills and fieldwork:

Use atlases, maps, globes and digital computer mapping to locate countries and describe features studied.

- *Europe*
- *Greece*

Use field work to observe, measure, record and present the human features in the local area. Use a range of methods including digital technologies.

- *London (on walk to museum, observe and photograph human features, present in PowerPoint back at school)*

##### Human and physical geography:

Describe and understand key aspects of economic activity.

- *Anglo Saxons*

#### Summer – Sea-Faring invaders

**By the end of the Summer term, it is expected that children will be able to:**

##### Geographical skills and fieldwork:

Use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.





Year 6

**Revise and apply all previous vocabulary**

Introduce: fair trade

**Autumn – Portals, People and Places**

**By the end of the Autumn term, it is expected that children will be able to:**

**Place knowledge:**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

- *Portsmouth*
- *East Grinstead*

**Locational knowledge:**

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.

- *Revisit counties and cities from Year 3*
- *Revisit topographical features from Year 4*
- *Portsmouth*

**Geographical skills and fieldwork:**

Use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.

- *Revisit from Year 5*
- *Portsmouth*

Use field work to observe, measure, record and present the human and physical features in the local area using plans and graphs and digital technologies.

- *Portsmouth*

**Spring – Off with Their Heads**

**By the end of the Spring term, it is expected that children will be able to:**

**Locational knowledge:**

Locate the world's countries using maps.

- *Countries reached by Tudor exploration*

**Summer – Survival of the Fittest**

**By the end of the Summer term, it is expected that children will be able to:**

**Place knowledge:**

Understand geographical similarities and differences through the study of human and physical geography of a region within South America.

- *Brazil*

**Locational knowledge**

Locate the world's countries using maps to focus on South America, concentrating key physical and human characters, countries and major cities.

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).

- *Revisit from Year 3 and Year 5*

**Human and physical geography**

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

- *Brazil*
- *Building on learning from Year 5*

Describe and understand 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.

- *Brazil*

**Geographical skills and fieldwork:**

Use atlases, maps, globes and digital computer mapping to locate countries and describe features studied.