



## GEOGRAPHY CURRICULUM

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## **1. INTENT, IMPLEMENTATION AND IMPACT**

### **Intent**

The aim of the Geography curriculum at Croft is to give children a broad knowledge of places and locations as well as different aspects of human and physical Geography. Children are encouraged to compare and contrast different places and locations as well as considering the impact humans have on the earth and different habitats. By the end of Year 6, we hope that children have taken on board the key concepts taught to deepen their knowledge of the world and that they go out into the world and make a difference in the world for good.

The sequence of lessons has been carefully chosen so that children can create links to other curriculum subjects and build on relevant prior learning. For example, it is understood that children will have a knowledge of the continents and the United Kingdom in KS1 therefore they can revisit, consolidate and deepen this knowledge when entering KS2. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression, we offer them increasing challenge as they move up the school. Recall and retrieval is used to help children remember more of their prior learning.

In Keystage 1, children's learning is focussed on the local area and the United Kingdom before progressing further afield. Children are given the opportunity to learn about London as our capital city as well as an extended study of Kenya. They begin to learn about a range of geographical features, particularly related to islands and coasts.

In Lower Keystage 2, we aim to continue to develop children's knowledge of geographical features as well as considering the impact humans have had on the earth and how our interaction with natural resources impacts the planet, habitats and animals. This is emphasised in considering how human settlements have changed, different types of land use, aspects of renewable energy and the human impact on oceans.

During Upper Keystage 2, children deepen their knowledge of different geographical features and move from learning about larger areas such as continents, oceans and countries to smaller areas such as counties, biomes and habitats. They continue to learn about human interaction with the planet and the influence of extreme environments on human settlement and exploration.

*We want children to leave Croft knowing that Geography is not only about geographical features but about our interaction with the planet we live on and our responsibility to protect habitats, wildlife and the earth's natural resources.*

### **Implementation**

We use a variety of teaching and learning styles in our geography lessons. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, graphs, pictures, and aerial photographs as well as enabling them to use IT in geography lessons when relevant. Children engage in a wide variety of problem-solving activities.

We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which could include:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, some children not completing all tasks
- grouping children by ability in the room and setting different tasks to each ability group
- providing resources of different complexity according to the ability of the child
- using classroom assistants to support the work of individual children or groups of children

### **Impact**

Each child's individual book shows that geography is taught regularly and learning recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound knowledge of the key concepts. Teachers can then intervene in a timely manner to address misconceptions and revisit areas of learning if necessary.

Assessment is ongoing throughout each geography topic. Children start new topics by discussing what they already know and looking over the knowledge organisers for the new topic. Assessment for learning is used regularly in lessons and misconceptions quickly clarified. Assessment takes different forms but may include a knowledge-based assessment, a verbal quiz, completing the Graphic Organiser and records of each session on whole class feedback sheets.

It is important to ensure that assessment is not solely reliant on written evidence so as not to create a barrier to the geographical learning. A mixture of oral and written examples as well as pictures of practical activities to ensure all children are able to use geographical language to explain concepts and highlight their knowledge of different concepts.

# 1. NATIONAL CURRICULUM COVERAGE

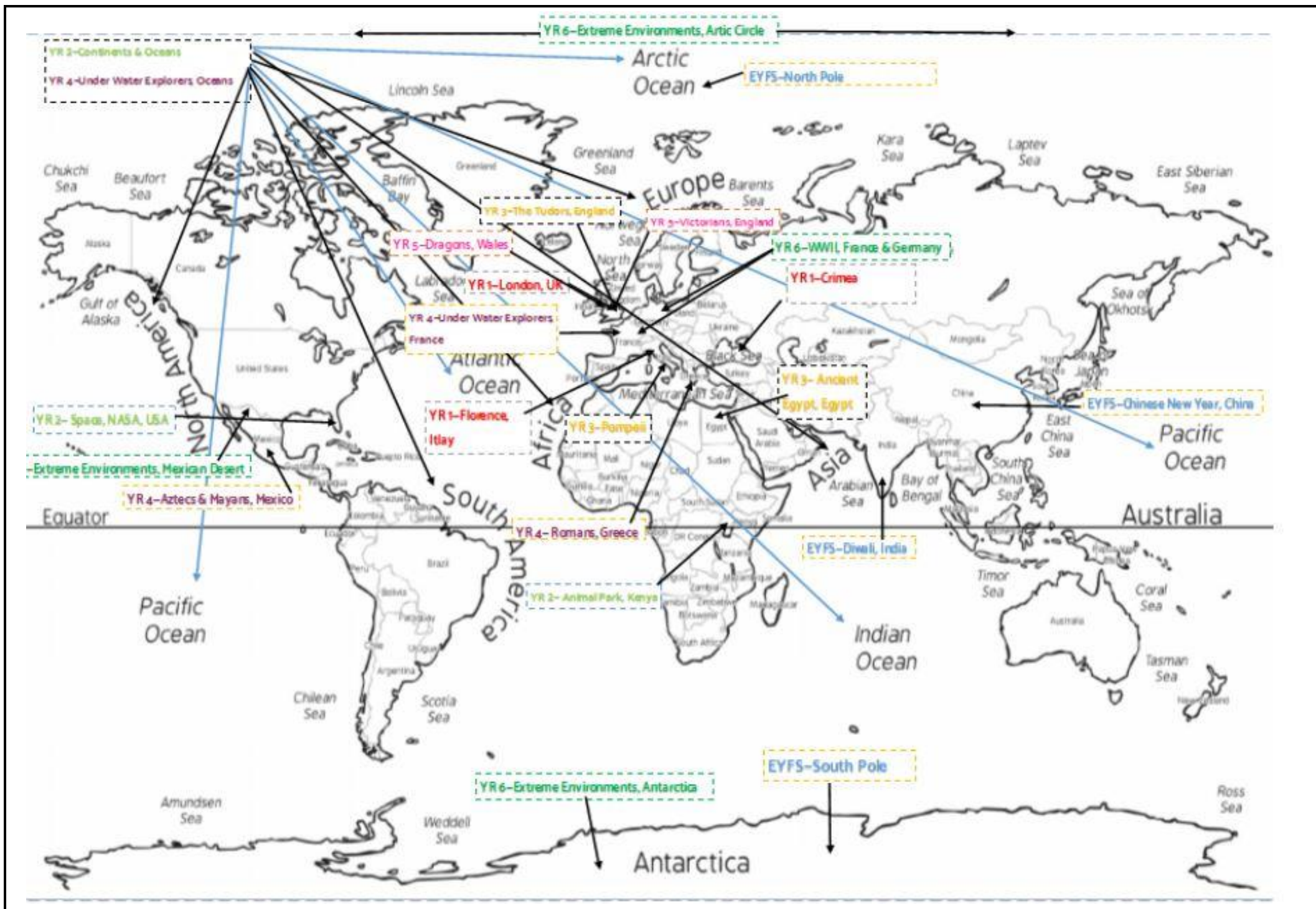
## CYCLE A

	EY/Y1			Y2/3		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>Locational Knowledge</b>						
I can name and locate the world's seven continents and five oceans.						
I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.						
<b>Place Knowledge</b>						
I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.			Venezuela/ Amazon		Kenya	
<b>Human and Physical Geography</b>						
I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.						
I can use basic geographical vocabulary to refer to: <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i>						
<i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i>						
<b>Geography Skills and Fieldwork</b>						
I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.						
I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.						
I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.						
I can use simple fieldwork and observational skills to study the geography of the school and its grounds as well as the key human and physical features of the surrounding environment.						
	Y3/4			Y5/6		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>Locational Knowledge</b>						
I can locate countries in Europe and the world using maps.						
I can locate North and South America on a map						
I can identify and discuss some of the different environmental regions in Europe, North and South America						
I can name and locate counties and cities of the United Kingdom.						
I can identify geographical regions and/or counties within the United Kingdom.						
I can explain how human and physical characteristics may have changed over time.						
I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,						
<b>Place Knowledge</b>						
I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.						
I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.						
<b>Human and Physical Geography</b>						
I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle						
I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.						
<b>Geography Skills and Fieldwork</b>						
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.						

**CYCLE B**

	EY/Y1					
	AUT		SPR		SUM	
<b>Locational Knowledge</b>						
I can name and locate the world's seven continents and five oceans.						
I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.						
<b>Place Knowledge</b>						
I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.						
<b>Human and Physical Geography</b>						
I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.						
I can use basic geographical vocabulary to refer to: <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i>						
<i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i>						
<b>Geography Skills and Fieldwork</b>						
I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.						
I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.						
	Y2/3			Y3/4		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>Locational Knowledge</b>						
I can locate countries in Europe and the world using maps.						
I can locate North and South America on a map						
I can identify and discuss some of the different environmental regions in Europe, North and South America						
I can name and locate counties and cities of the United Kingdom.						
I can identify geographical regions and/or counties within the United Kingdom.						
I can explain how human and physical characteristics may have changed over time.						
I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,						
<b>Place Knowledge</b>						
I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.						
<b>Human and Physical Geography</b>						
I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle						
I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.						
<b>Geography Skills and Fieldwork</b>						
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.						

	Y5/6		
	AUT	SPR	SUM
<b>Locational Knowledge</b>			
I can locate countries in Europe (including Russia) as well as North and South America using maps.			
I can identify and discuss the key physical and human characteristics of North and South America, (for example: The Great Lakes, The Great Plains, The Sierra Madre mountain system and Gaucho culture.)			
I can identify key topographical features (including hills, mountains, coasts and rivers).			
I can identify and explain land-use patterns in the United Kingdom.			
I can explain how these characteristics may have changed over time.			
I can identify the position and significance of Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
<b>Place Knowledge</b>			
I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom			
I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Russia)			
I can understand geographical similarities and differences through the study of human and physical geography of a region within South America (Chihauhan desert)			
<b>Human and Physical Geography</b>			
I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			
I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
<b>Geography Skills and Fieldwork</b>			
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			
I can use the eight points of a compass.			
I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.			
I can use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.			





# 1. LONG TERM PLAN

## CYCLE A

	Autumn	Spring	Summer
EYFS/ Year 1	<b>Florence Nightingale – England and Crimea</b>	<b>London over time - England</b>	<b>Dinosaur Island</b>
	<p><b>Aspect:</b> Locational and place knowledge</p> <p><b>Concept:</b> Place</p> <p><b>Outcome:</b> Children understand distance of travel and the location of various areas outside of the UK. Children begin to learn about what prompts travel.</p>	<p><b>Aspect:</b> Locational and place knowledge</p> <p><b>Concept:</b> Place and interconnections</p> <p><b>Outcome:</b> Children will be able to say where London is in relation to Stoney Stanton. Children will be able to say which country we live in and describe key features e.g. climate, island and how these are influenced by the presence of people.</p>	<p><b>Aspect:</b> Physical geography</p> <p><b>Concept:</b> Environment and Interconnections</p> <p><b>Outcome:</b> Children can identify key physical characteristics found across the world e.g. volcanos, islands, oceans, sea. They will begin to learn about the physical processes which are connected to these features.</p>
Year 2/3	<b>Tim Peake and the International Space Station</b>	<b>Animal Park- Kenya</b>	<b>Castles – England and Wales</b>
	<p><b>Aspect:</b> Geographical skills</p> <p><b>Concept:</b> Environment</p> <p><b>Outcome:</b> Children can identify features on satellite images. Children can read google maps and create their own maps. They learn how an environment can support life.</p>	<p><b>Aspect:</b> Locational and place knowledge</p> <p><b>Concept:</b> Interconnections and environment</p> <p><b>Outcome:</b> Children can identify the key characteristics of Kenya and compare these to the UK. They can find Kenya on a map and understand how the role of the environment is interconnected to the life of animals and people.</p>	<p><b>Aspect:</b> Locational knowledge</p> <p><b>Concept:</b> Environment and interconnections</p> <p><b>Outcome:</b> Children can find locations of key castles in England and Wales and identify the benefit of the environment around them for their purpose.</p>
Year 3/4	<b>Tudors – Explorers</b>	<b>Jaques Cousteau</b>	<b>Mayan Civilization</b>
	<p><b>Aspect:</b> Locational and place knowledge</p> <p><b>Concept:</b> Environment and interconnections</p> <p><b>Outcome:</b> Children understand the concept of Empire and how this is linked to economic and social change. They learn about the link between an environment, trade and exploration.</p>	<p><b>Aspect:</b> Physical geography and locational knowledge</p> <p><b>Concept:</b> Processes and environment</p> <p><b>Outcome:</b> Children can identify where different Oceans are, features of coastlines and how to protect Ocean habitats from the impact of plastic pollution</p>	<p><b>Aspect:</b> Locational knowledge</p> <p><b>Concept:</b> Place and human geography</p> <p><b>Outcome:</b> Children understand the significance of natural resources and trade and how this impacts human development</p>
Year 5/6	<b>Migration to Britain</b>	<b>Segregation and Civil Rights in 50s America</b>	<b>Blue Planet</b>
	<p><b>Aspect:</b> Locational knowledge</p> <p><b>Concept:</b> Environment and interconnections</p> <p><b>Outcome:</b> Children understand why migration and settlement over the past 2000 years. They consider the features of a place and environment and the connections and influences of humans</p>	<p><b>Aspect:</b> Locational knowledge and human geography</p> <p><b>Concept:</b> Environment</p> <p><b>Outcome:</b> Children understand the relevance of cultural geography. They can locate America and key places in America. They consider the tensions and dynamics between different cultures and the impact this has on human development</p>	<p><b>Aspect:</b> Physical geography</p> <p><b>Concept:</b> Physical processes and interconnections</p> <p><b>Outcome:</b> Children can locate the different hemispheres and tropics of the world. They can understand the formation and variation of volcanoes and the impact of human activity in those regions</p>



CYCLE B

	Autumn	Spring	Summer
EYFS/ Year 1	Recycling (environment)	Chinese New Year - China	Explorers
	<p><b>Aspect:</b> Locational and place knowledge</p> <p><b>Concept:</b> Environment</p> <p><b>Outcome:</b> Children will learn about Stoney Stanton and the local area</p>	<p><b>Aspect:</b> Locational knowledge</p> <p><b>Concept:</b> Geographical skills</p> <p><b>Outcome:</b> Children will learn words for directions and the four main compass points</p>	<p><b>Aspect:</b> Locational knowledge</p> <p><b>Concept:</b> Geographical skills</p> <p><b>Outcome:</b> Children will begin to develop map skills, read compass directions when investigating pirate maps</p>
Year 2/3	Ancient Egypt - Egypt	Tudors – Explorers	Stonehenge – England and Wales
	<p><b>Aspect:</b> Human and Physical geography</p> <p><b>Concept:</b> Environment and interconnections</p> <p><b>Outcome:</b> Children understand the importance of the River Nile for Ancient and modern Egyptians. They can identify the different reasons a river is important to a population and how it is connected to the development of the area around it.</p>	<p><b>Aspect:</b> Locational and place knowledge</p> <p><b>Concept:</b> Environment and interconnections</p> <p><b>Outcome:</b> Children understand the concept of Empire and how this is linked to economic and social change. They learn about the link between an environment, trade and exploration.</p>	<p><b>Aspect:</b> Human geography</p> <p><b>Concept:</b> Environment</p> <p><b>Outcome:</b> Children understand the changing needs of the environment and population in a specific area of England (Wiltshire).</p>
Year 4	Romans – England and Italy	Ancient Egypt - Egypt	Stonehenge – England and Wales
	<p><b>Aspect:</b> Locational knowledge</p> <p><b>Concept:</b> Interconnections</p> <p><b>Outcome:</b> Children can locate key areas in the UK and Roman empire. Children can understand the links between the physical geography of an area and how it is developed by people</p>	<p><b>Aspect:</b> Human and Physical geography</p> <p><b>Concept:</b> Environment and interconnections</p> <p><b>Outcome:</b> Children understand the importance of the River Nile for Ancient and modern Egyptians. They can identify the different reasons a river is important to a population and how it is connected to the development of the area around it.</p>	<p><b>Aspect:</b> Human geography</p> <p><b>Concept:</b> Environment</p> <p><b>Outcome:</b> Children understand the changing needs of the environment and population in a specific area of England (Wiltshire).</p>
Year 6	World War II – Europe	Extreme Environments	Wild Waters
	<p><b>Aspect:</b> Geographical skills</p> <p><b>Concept:</b> Place</p> <p><b>Outcome:</b> Children can locate the key countries involved in World War II using an atlas. Children can locate Russia and identify key features of Russia compared to the British Isles.</p>	<p><b>Aspect:</b> Locational and Place knowledge</p> <p><b>Concept:</b> Place</p> <p><b>Outcome:</b> Children can identify the physical features and climate of the Chihuahuan desert. Children can provide advice for people travelling to the desert. Children can identify how exploration can be used to protect the environment</p>	<p><b>Aspect:</b> Physical geography</p> <p><b>Concept:</b> Physical processes</p> <p><b>Outcome:</b> Children can identify a range of physical features and processes associated with rivers. Children can name key rivers in the world and describe the importance of them for human settlers.</p>

**Children explore and develop key concepts and skills required to develop a mastery of the subject. This is done through teaching the following key concepts and skills:**

<b>Locational and place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical skills and Fieldwork</b>
<p>Understanding where a place is in the context of the world and the similarities and differences of diverse places</p>	<p>Human geography looks at the impact and behaviour of people and how they relate to the physical world. Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics.</p>	<p>Use fieldwork to observe, measure record and present the human and physical features; Use maps, globes and digital mapping to locate places</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<b>Place</b>		<b>Processes</b>
<p>Having a 'sense of place' – what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication) the specific key human and physical aspects of a place created by a shared human experience. We also have to consider the sustainability of place</p>		<p>Looking at how events can change the physical and human world.</p> <ul style="list-style-type: none"> <li>— Physical process – an event or sequence of events that occur naturally due to the power of the planet.</li> <li>— Human process - things created/affected by people. These processes would not occur without human involvement.</li> </ul>
<b>Environment</b>	<b>Interconnections</b>	
<p>This considers how we use the natural world and how people have the ability to change it. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.</p>	<p>Interconnections focus on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This includes environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change (cause-and-effect interconnections).</p>	

## 4. PROGRESSION OF SKILLS AND VOCABULARY

EY/Y 1 CYCLE A	Year 2/ 3 CYCLE B	Year 3/4 CYCLE B	Year 3/4 CYCLE A	Year 5/6 CYCLE A	Year 5/ 6 CYCLE B
<b>Locational Knowledge</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> <li>To know where Stoney Stanton is within Leicestershire and the UK</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans (in relation to UK)</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li> <li>To know which continent the UK is on</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe and South America</li> <li>identify the different environmental regions (e.g. Mediterranean, Atlantic, Alpines) and name the key physical and human characteristics in European countries and South America</li> <li>name and locate counties and cities of the United Kingdom and their position in relation to Stoney Stanton,</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe and South America</li> <li>identify the different environmental regions (e.g. Mediterranean, Atlantic, Alpines) and name the key physical and human characteristics in European countries and South America</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>use maps to locate the world's countries (in relation to Stoney Stanton) with a focus on Eastern Europe (Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, rivers, and land-use patterns; showing change over time;</li> </ul>	<ul style="list-style-type: none"> <li>use maps to locate the world's countries (in relation to Stoney Stanton) with a focus on Eastern Europe (Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>identify the position and significance of, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li> </ul>
<ul style="list-style-type: none"> <li>United Kingdom, England, Scotland, Wales, Northern Ireland, city, sea, beach, London</li> </ul>	<ul style="list-style-type: none"> <li>world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li>coast, physical features,</li> </ul>	<ul style="list-style-type: none"> <li>county, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, coast</li> </ul>		<ul style="list-style-type: none"> <li>atlas, South America,</li> </ul>
<b>Place Knowledge</b>					
<ul style="list-style-type: none"> <li>Making links to familiar and unknown places based on personal experience</li> </ul>	<ul style="list-style-type: none"> <li>compare the geographical similarities and differences in human and physical geography between an area of the UK with an area in a contrasting country in the world (non-European);</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</li> <li>explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe;</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li>explore similarities and differences comparing the physical geography of a region of the UK and a region of Europe</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom (Leicester – impact of migration), a region of Eastern Europe and South America;</li> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom,</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>Making links to familiar and</li> </ul>

					unknown places based on previous teaching
London, capital city, volcano	Country, farming, culture, Africa, Kenya, river, desert	human features, landscape, feature, land use,	coastline, rainforest, Dorset, Mediterranean, physical features, land use,		latitude, Arctic Circle, climate, land use, settlement, retail, leisure, housing, business, industrial, agricultural.
<b>Human and Physical Geography</b>					
<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> </ul>	<ul style="list-style-type: none"> <li>human geography, including: economic activity and trade links and distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and the water cycle;</li> <li>types of settlement and land use;</li> </ul>	<ul style="list-style-type: none"> <li>physical geography, including: and vegetation belts, volcanoes and earthquakes,</li> </ul>	<ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</li> <li>physical geography, including: climate zones, biomes and vegetation belts, and mountains, rivers and the</li> </ul>
beach, cliff, coast, hill, season and weather;	sea, ocean,	settlement, settler, site, electricity, supply, generation, renewable, non-renewable, solar power, wind power, carbon footprint	climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution. erosion, deposition,	mantle, outer core, inner core, magma, volcano, active, dormant, extinct,	
<b>Geographical Skills and Fieldwork</b>					
<ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the countries, continents and oceans studied at this stage;</li> <li>use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>devise a simple map; and use and construct basic symbols in a key;</li> </ul>	<ul style="list-style-type: none"> <li>use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> </ul>	<ul style="list-style-type: none"> <li>use the eight points of a compass, four and six - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</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>

## 5. SEND IN GEOGRAPHY

**Ambition – What are we aiming for children with SENs to achieve in this subject?**

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. Yes, we should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or read a map.

**Access – What amendments are made to the subject in order to help children with SENs to achieve?**

- A progressive and sequences - revisiting the vocab and keys facts previously learnt. This will give children with SEN more time and opportunities to Know the concepts and vital knowledge they need to access the learning.
- Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week.
- Check in - For children with SEN, a Geography/geography lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do Know and explaining any language, facts or ideas they are finding challenging.
- Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.

## Ambition and Access in Geography for pupils with SEND

To make geography lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using a video camera to capture activity on a field trip rather than navigating inaccessible areas. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

<b>Create an Inclusive Environment for Geography:</b>	<b>Ambition – What are we aiming for children with SEND to achieve in this subject?</b>
<ul style="list-style-type: none"> <li>• There should be a <b>range of sources</b> to meet the needs of all children in each class. These will be well organised and all children will be taught how to navigate these</li> <li>• <b>Modelled, shared and peer talk is important</b> to the understanding of what is being taught</li> <li>• Ensure that the physical environment, resources and the displayed <b>print are accessible to learners</b>. Use a dyslexia friendly font or handwriting, ensuring that it is <b>appropriately sized</b>.</li> <li>• Teachers consider how words can be organised to support learners, e.g. <b>using different colour backgrounds</b> for different word classes, or organising words in alphabetical order.</li> <li>• <b>Topic-related vocabulary that has been taught is displayed on a working wall</b> – these will support children with both understanding and writing these words.</li> <li>• <b>Hearing texts beyond their fluency level</b> ensures that children are having opportunities to extend their vocabulary. This can also free up working memory.</li> </ul>	<p>By the time children leave Croft, they are able understand key aspects of Geography (including location and place knowledge as well as human and physical geography)</p> <ul style="list-style-type: none"> <li>• Neurological: Geography helps to develop children’s brains and increases their memory function.</li> <li>• Educational: children will access text-based learning across all subjects this also improves attention spans and can lead to better concentration.</li> <li>• Psychological: Geography helps children to develop a greater understanding of the world around them, human nature and decision-making.</li> <li>• Socially: Geography helps to develop a better understanding of cultures and community.</li> <li>• Linguistics: children develop a rich vocabulary, correct grammar, improved writing, improved spelling and articulate verbal communication.</li> </ul>

- Use **drama and role-play activities** to enable children to explore concepts in Geography through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.

### **Access – What amendments are made to the subject in order to help children with SEND to achieve?**

#### **How can we support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?**

- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss.
- Discuss Geography at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a longer section; looking for inferences and information related to broader Geographical ideas.
- Giving children opportunities for talk to deepen their understanding as they will be able to give greater attention to the meaning.
- Support learners with understanding and retaining new vocabulary by pre-teaching new words prior to teaching
- Use drama and role-play activities to enable learners to explore the meaning through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all children.
- Ideas to support learners with visual scaffolds include: summarising ideas in pictures, modifying visual sources to show changes, comparing visual sources from different areas, explaining patterns in graphs, using visual timelines, use or presenting information in tables or diagrams, rather than unbroken text, storyboarding text etc.
  - Use pictures and symbols to illustrate abstract, new or geographical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided.

#### **How can we support learners who struggle with attention?**

- Wherever possible and practical, allow the child choice in the Geographical material, e.g., choosing from a range of sources, activities, ways to present
- Use props or guides to support children to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a ruler.
- For younger children, using images or objects can support with maintaining attention, as well as deepening understanding.
- Where Geography sessions are required to be longer, plan for regular movement breaks.

#### **How can we support learners who struggle with change and transition?**

- In advance of the lesson, discuss with children what they will be learning/doing in the Geography lesson; make real life connections or connections with places they have already studied.
- Always begin the lesson with a 'safe' activity – this could be discussing a previous session that the learner feels confident with and can be successful with.
- Have a clear teach-practise-apply model to Geography lessons and ensure that lessons always follow this structure; children with SEN will feel more confident if there is a familiar routine to lessons.



## 6. KEY KNOWLEDGE AND VOCABULARY

In order to help children remember key facts, the 'Key Knowledge' identified for Geography will be revisited throughout school. The aim is that by the end of KS2, children can recall the key facts and use them to make links when faced with new historical concepts, resulting in deeper Knowing of Geography.

### CYCLE A

#### Key Knowledge EYFS/ Year 1:

##### *Dinosaur Island*

- To understand geographical features of an island, including key physical features and locations e.g. Volcanoes, waterfalls, Amazon River
- Location of South Africa and Venezuela
- To know which continent the UK is on
- Identify seasonal and daily weather patterns in the UK

##### *Human and Physical Geography*

- Know key coastal features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, cave
- Compare similarities and differences between Stoney Stanton and Venezuela

##### *Key Vocabulary*

Island	Volcano	Beach	South America	Population
Venezuela	Waterfall	United Kingdom	Temperature	
Climate	Deforestation	Population	Equator	

##### *The United Kingdom*

- Name the 4 countries of the United Kingdom and their capital cities
- Recognise the outline of the UK and its surrounding seas and oceans
- Know that the United Kingdom is in Europe
- Identify London landmarks (human and physical) including the River Thames
- Know that London is the capital city of England and locate on a map.
- Locate Stoney Stanton and Leicester on a map

##### *Key vocabulary*

England	Northern Ireland	Scotland	Wales	United Kingdom
Island	Atlantic Ocean	North Sea	Irish Sea	The Channel
Capital City	Landmark	Silhouette	Skyscraper	

##### *Our School*

- Know that Croft is in Stoney Stanton
- Know that Stoney Stanton is in Leicestershire
- Locate the school on a map of Stoney Stanton
- Describe the layout of the school naming some characteristics features

*Weather and Seasons*

- Name common weather features (vocabulary table below)
- Identify the impact of weather on daily life
- Name, sequence and describe the key characteristics of each season

*Key vocabulary*

Cloud	Cold	Fog	Gale	Hot
Rain	Showers	Snow	Sun	Warm
Autumn	Change	Spring	Summer	Winter
Blizzard	Flood	Gale	Heatwave	Hurricane
Tornado				

**Key Knowledge Year 2/3:**

*Learning about Kenya*

- Know the 7 continents (in table below) and locate them on a map
- Know the 5 oceans
- Use a classroom map to locate Europe, Africa, the UK and the North and South Poles
- Know where Kenya is on a globe and map
- Know the key physical features of Kenya (in table below)
- Know the differences in the climate of UK and Kenya
- Draw a map with a key

*Key vocabulary*

Continent	Africa	Antarctica	Asia	Europe
North America	South America	Australia	Pacific	
Indian	Southern	Arctic	Safari	
Landscape	Mountains	Masai	Atlantic	
Tropical climate	Nairobi	Community	Equator	

## Key Knowledge Year 3/4:

### *Rainforests*

- Identify the differences between the rainforest and the UK (vocabulary below)
- Know that Guatemala is in South America and locate on a map and a globe
- Recognise it is a different time in Guatemala to UK
- Know that Guatemala does not have typical seasons like the UK does as much of the climate is tropical (because it is closer to the equator)
- Know that different animals live in the rainforest to a UK forest
- Know that deforestation is contributing to climate change
- Discuss why deforestation happens
- Discuss how we can reduce the levels of deforestation

### *Key vocabulary*

Rainforest	Layers	Canopy	Forest floor	Top layer
Understorey	Seasons	Deforestation	Equator	Flora
Fauna	Equator	Tropic of Capricorn	Tropic of Cancer	Longitude
Latitude	Jungle	Ranching		

### *Jacques Cousteau and the Oceans*

- Discuss why climate change is putting more pressure on rivers and oceans (Plastic Pollution)
  - Know that plastic pollution is contributing to climate change
  - Discuss use of single use plastics and how society is tackling this issue
  - Discuss the importance of recycling
- Recognise the differences between and define human and physical features
- Make comparisons including both similarities and differences between Guatemala and the UK
  - Know that France is in Europe and locate it on a map and globe
  - Know that Paris is the capital city.
  - Use appropriate geographical vocabulary (table below) to identify similarities and differences between a coastline of France and the UK
    - Know key coastal processes (e.g. erosions, deposition)
    - France is generally warmer than the UK because it is closer to the equator
    - Know the difference between the terms weather and climate
    - Know that France is larger than the UK
- Use 4 figure grid references to locate places on a map

### *Key vocabulary*

Coast	Bay	Headland	Beach	Dune
Cave	Cliff	Arch	Stack	Stump
Spit	Erosion	deposition		

## Key Knowledge Year 5/6:

### Migration

- Know that the reasons people settle in different places has changed over time
- Know that people have migrated from place to place throughout history
- Know some of the reasons why people become refugees and some of the challenges the face

### UK Counties

- Know how the UK is divided into counties and districts
- Name own district (Blaby)
- Name and locate Sussex, Wessex, East-Angelia

### Key vocabulary

Pattern	Population	Satellite image	Skyline
Migration	Passage	Trail	Immigrant
Refugee	United Nations (UN)		
Administrative area	Boundary	Inequality	County

### Wild Planet

- Know the Earth has different layers
- Know the Crust is broken into pieces called Tectonic Plates
- Know the Continents were once connected ( Pangea)
  - Know there are different types of volcanos (e.g composite and shield) and identify some differences
  - Know that the majority of volcanos are found at 'The Ring of Fire'
  - Know the different parts of a volcano
  - Know the difference between magma and lava
  - Use appropriate geographical vocabulary (table below) to explain the process of a volcano
  - Know why volcanoes are found more often in certain regions of the world
  - Know a Volcano is an opening in the earth's crust
  - Know volcanic eruptions can have positive and negative effects
- Know an Earthquake is a violent shaking of the ground
- Know earthquakes are measured using a Moment Magnitude Scale (the Richter scale was used previously but not as much now)
- Know that the effects of an earthquake can depend on a country's PPP. (Prepare, Plan, Protect)
- Know and describe the damage an earthquake and Tsunami can cause
- Use appropriate geographical vocabulary (table below) to describe the process of an earthquake
- Know where earthquakes are more likely to happen and why

### Key vocabulary

Crater	Magma	Vent	Mantle	Volcano
Lava	Monitoring centre	Seismometer	Tectonic plate	Ash
Erupt	Particles			
Inner Core	Outer Core	Mantle	Crust	

## CYCLE B

### Key Knowledge EYFS/Year 1:

- Know that their house and school can be found on a map.
- Know that we are in Stoney Stanton and Stoney Stanton is in England.
- Know that the globe represents the world.
- Locate cold places on a globe and map (North/South Pole).
- Name the 4 seasons.
- To know that there are other countries in the world.
- To know that different modes of transport are used to travel to countries around the world.
- To identify similarities and differences between England, India and Alaska. (Climate, travel, clothing and schooling)
- To know that maps are used for navigation.
- To know that the globe represents the world
- To know that we are in Stoney Stanton and that Stoney Stanton is in England.
- To know that their houses and school can be located on a map.
- To know that animals have different habitats and live in different climates.

### Key Knowledge Year 2/3:

- Understand how to use the contents and index page of an Atlas
- Locate and identify the UK on a map and a globe

#### *Ancient Egypt*

- Know that Egypt is in Africa and locate it on a map and globe
- Describe the landscape and physical features of Egypt
- Know that Cairo is the capital city.
- Know that the source is where a river starts and the mouth is where it finishes
- Understand that many settlements are next to rivers because they are a natural water source
- Understand that rivers provide us with a natural water supply but the water is cleaned before we drink it

#### *Key vocabulary*

River	Mouth	Source	Nile	Bank
Flow	Stream	Tributary	Flood	Desert

#### *Sustainable living*

- Know that sustainability involves thinking about quality of life now and in the future
- Know that simple choices made will affect the future
- Know that access to key resources e.g. power is unequal across the world
- Know that different areas of land are used for different things (land use vocabulary in table)
- Compare similar land use near Stonehenge to Stoney Stanton (e.g. farming)
- Locate Wiltshire and Leicestershire on a map
- Suggest ways towards a reduction in climate change

#### *Key vocabulary*

Campaign group	Carbon footprint	Community	Environment	Recycle
Sustainability	Income	Inequality	Future	Planning
Salisbury Plain	Wiltshire	Grassland	Grazing	A Road
Agricultural	Housing	Travel	Landscape	

### Key Knowledge Year 3/4:

- Understand how to use the contents and index page of an Atlas
- Locate and identify the UK on a map and a globe

#### *Ancient Egypt*

- Know that Egypt is in Africa and locate it on a map and globe
- Describe the landscape and physical features of Egypt
- Know that Cairo is the capital city.
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Salisbury Plain	Wiltshire	Grassland	Grazing	A Road
Agricultural	Housing	Travel	Landscape	

## Key Knowledge Year 5/6:

### *Europe*

- Recognise the shape of Europe
- Name and locate some key countries in Europe and know their major capital cities
  - France-Paris, Italy-Rome, Germany-Berlin, Spain- Madrid, Russia - Moscow
- Locate Russia on a map and a globe and know that this is the biggest country in the world

### *Key vocabulary*

Border	Landlocked			

### *Extreme Environments*

- Know and locate Middle and South America on a map and Globe
- Know key features of desert regions such as the Chihuahua desert (vocabulary in table below)
- Compare key features of the desert to the UK
- Know the different divisions of the earth
- Know that Tundra is a biome and is found in Northern regions
- Know that Global Warming is contributing to melting ice
- Discuss the importance of reducing our carbon footprint
- Name and locate some famous mountains and volcanoes
  - Ben Nevis- highest mountain in the UK
  - Mount Erebus- most active volcano in Antarctica
- Locate Russia on a World map
- Compare key areas of Russia with corresponding areas of the UK
- Know how the history of Russia impacts its culture end points

### *Key vocabulary*

Continent	Country	Equator	North America
South America	Region	Tropics	Population
Drought	Edinburgh	Cactus	Time zones
Hibernate	Northern Hemisphere	Middle America	Tundra
Southern Hemisphere	Longitude	Latitude	Time zones
Russia	Scotland	Moscow	



### *Wild Waters*

- Know how to identify a river on a map
- Know that water always flows downhill
- Know how rivers contribute to landscapes
- Identify the surrounding areas of some rivers and the places it flows through using a map e.g. London-Thames
- Know that there are 3 parts to a river  
-Upper -Middle -Lower
- Know that humans use rivers for various reasons (leisure and necessity) but human behaviour can affect the health of a river and its ecosystems.
- Know some famous rivers and their locations  
e.g. Thames- London Nile- Egypt

### *Key vocabulary*

Delta	Gorge	Source	Tributary	Waterfall
Tributary	Mouth	Channel	Flow	Meander

### **End of KS2 retrieval:**

- Locate the world's countries, using maps to focus on Europe and North and South America
- Name and locate counties and cities of the UK -
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Understand how some human and physical characteristics have changed over time
- Understand Physical Geography- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Understand Human geography: types of settlement and land use, economic activity including trade links and distribution of natural resources including: energy, food, minerals and water
- Use eight points of a compass, 4 and 6-figure grid references, symbols /key
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

## End points

EYFS	
Know where the North Pole is on a globe Know where England is on a globe	Know they live in Stoney Stanton
Year 1	Year 2
Know the names of the four countries that make up the UK and name the three main seas that surround the UK (LK)	Know the names of and locate the seven continents of the world (LK)
Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland (LK)	Know the names of and locate the five oceans of the world (LK)
Know which is the hottest and coldest season in the UK (PK)	Know which is N, E, S and W on a compass (GSF)
Know and recognise main weather symbols (GSF)	Know the main differences between a place in England and that of a place in a non-European country (PK)
Know the main differences between city, town and village (HG)	Know and use the terminologies: left and right; below and next to (GSF)
Know their address, including county and postcode (LK)	Know where the equator, North Pole and South Pole are on a globe(LK)
Identify the following physical features: mountain; lake; island: valley: river; cliff; forest and beach (PG)	
Year 3	Year 4
Know the names of, and locate, at least four European countries (LK)	Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map (LK)
Know how to plan a journey within the UK, using a road map (to Wiltshire) (GSF)	Know and identify key features of coastlines and compare UK to Mediterranean (PK)
Know the name of, and locate, one of the world's longest rivers (Nile) (LK)	Know how to use graphs to record features such as temperature or rainfall across the world (GSF)
Know why humans settle near Rivers and why most cities are located by a river (H/P)	Know the key features of Rainforests e.g. flora and fauna, climate, layers (P)
	Know about the reasons for and impact of deforestation (H)
	Locate Middle and South America on a map (GSF)
Year 5	Year 6
Know the names of, and locate, at least seven counties and key cities in England (LK)	Know and label the main features of a river (P)
Know that the earth has 4 layers (inner core; outer core; mantle; crust) (P)	Use Google Earth to locate a country or place of interest (GSF)
Know that the crust is split into 15 – 20 plates (P)	Know about time zones and work out differences (PK)
Know what causes an earthquake (P)	Know the names of and locate some of the world's deserts (LK)
Label the different parts of a volcano (P)	Know the key features of a desert (Chihuahuan) (PK)
Know about the key 'push' and 'pulls' that cause migration (H)	

## 7. RESOURCES AND WEBSITES

Geographical Association - <https://www.geography.org.uk/>

<https://maps.nls.uk/os/> ordnance survey maps online

<https://www.mapchart.net/index.html>

Ofsted [Research review series: geography - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series-geography)

<https://online.seterra.com/en/vgp/3447> an interactive website where children can label counties/ cities of UK

<https://www.ordnancesurvey.co.uk/mapzone/map-skills>

First News Newspapers (Online and Hardcopy)- [www.firstnews.co.uk](http://www.firstnews.co.uk) Each newspaper focusses on issues that are happening around the world and communicates current issues. Page 6- Home News (The UK) Page 8- World News

<https://digimap.edina.ac.uk> An online resource that will aid the development of map reading.

Newsround A child friendly way to report and discuss current issues. <https://www.bbc.co.uk/newsround>

BBC Bitesize <https://www.bbc.co.uk/bitesize>

Ducksters <https://www.ducksters.com/geography/>

Prime VR Prime VR are a company that will visit school and use virtual reality to further children's geographical knowledge e.g polar regions/ Climate Change etc. <https://www.primevr.co.uk/>

School Clock Display As much as possible, refer to the clocks displayed in the hall, which display the times of countries from different time zones.

Teaching Primary Geography by Stephen Scoffham and Paula Owens (Bloomsbury, 2017) <https://www.bloomsburyonlineresources.com/bcb-teaching-primary-geography/>