



Westfield Primary School- Geography Skills Progression

By the end of Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge	<ul style="list-style-type: none">• Locate the world's countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.• 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.• 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)
Place knowledge	<ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography	Describe and understand key aspects of: <ul style="list-style-type: none">• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• 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



Westfield Primary School- Geography Skills Progression

Geographical skills and fieldwork	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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
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Reception							
Topics Studied	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 16.6%;">Autumn 1</th> <th style="width: 16.6%;">Autumn 2</th> <th style="width: 16.6%;">Spring 1</th> <th style="width: 16.6%;">Spring 2</th> <th style="width: 16.6%;">Summer 1</th> <th style="width: 16.6%;">Summer 2</th> </tr> </table>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skills	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
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Westfield Primary School- Geography Skills Progression

Place knowledge	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 	
Human and physical geography	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 		<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop 	
Locational Knowledge	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 	
Geographical skills and fieldwork	<ul style="list-style-type: none"> Use world maps, atlases and globes Use aerial photos, construct simple maps Undertake simple fieldwork within school locality 		<ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality 	
	Year 3	Year 4	Year 5	Year 6
Topics studied	Egyptians James and the giant peach Tudors	Stone age What a wonderful world Romans	Victorians Space Island invasion	WW1 Greeks On top of the world
Geography Enquiry	<ul style="list-style-type: none"> Begin to ask/ initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and the themes at more 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, Ariel photographs. Investigate places and themes at more than one scale. 	<ul style="list-style-type: none"> Begin to suggest questions for investigating. Being to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the 	<ul style="list-style-type: none"> Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scales;



Westfield Primary School- Geography Skills Progression

	<p>than one scale.</p> <ul style="list-style-type: none"> • Being to collect and record evidence. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> • Collect and record evidence and draw conclusions e.g. make comparisons between locations photos/ pictures/ maps. 	<p>larger scales; contrasting and distant places.</p> <ul style="list-style-type: none"> • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations. 	<p>contrasting and distant places.</p> <ul style="list-style-type: none"> • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations.
<p>Locational and place knowledge</p>	<ul style="list-style-type: none"> • Understand how some aspects have changed over time. • Understand geographical similarities and differences of human & physical geography of two local towns. • Name and locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> • Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. • Understand how some aspects have changed over time. • Explain how aspects have changed over time. Identify the position/ significance of latitude, 	<ul style="list-style-type: none"> • Name and locate some of the world's countries and capital cities using a variety of maps, globes and digital mapping, key physical or human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> • Name/ locate cities & countries of the World. • Know more about the geographical regions of the world & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts • Understand geographical similarities and differences through



Westfield Primary School- Geography Skills Progression

	<ul style="list-style-type: none"> Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country. 	<p>longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones.</p>		<p>the study of human and physical geography of a region of the UK and a region within N. or S. America.</p>
Human and Physical Geography	<ul style="list-style-type: none"> Physical geography, including rivers and mountains. Explain volcanoes/ earthquakes in simple terms. Know what causes an earthquake Label the different parts of a volcano Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places. Communicate geographical information in a variety 	<ul style="list-style-type: none"> Describe the water cycle using a diagram. Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know the names of a number of the world's highest mountains Explain the features of a water cycle Know why most cities are located by a river 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is 	<ul style="list-style-type: none"> Describe in detail types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



Westfield Primary School- Geography Skills Progression

	of ways, including through maps and writing at length			
Geographical skills and fieldwork (Fieldwork)	<ul style="list-style-type: none">• Gather information• Ask geographical questions.• Use a simple database to present findings from fieldwork.• Record findings from fieldtrips.• Sketching• Select views to photograph.• Use maps to locate European countries and capitals.• Know and name the eight points of a compass	<ul style="list-style-type: none">• Draw an annotated sketch from observation, including descriptive / explanatory labels and indicating direction• Add titles and labels giving date and location information.• Consider how photos provide useful evidence use a camera independently.• Locate position of a photo on a map.• Use a database to present findings. Use appropriate terminology• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian• Know how to plan a journey within the UK, using a road map	<ul style="list-style-type: none">• Gather information• Select appropriate methods for data collection such as interviews.• Use a database to interrogate/amend information collected.• Use graphs to display data collected.• Evaluate the quality of evidence collected and suggest improvements.• Know how to use graphs to record features such as temperature or rainfall across the world	<ul style="list-style-type: none">• Use sketches as evidence in an investigation.• Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns.• Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.• Use photographic evidence in their investigations.• Evaluate the usefulness of the images.• Use Google Earth to locate a country or



Westfield Primary School- Geography Skills Progression

				place of interest and to follow the journey of rivers, etc. •
Geographical skills and fieldwork (Map Skills)	<p>Using maps</p> <ul style="list-style-type: none"> Follow a route on a map with some accuracy. Locate places using a range of maps including OS & digital. Begin to match boundaries (e.g. find same boundary of a country on different scale maps). Use four figure compasses, and letter/number co-ordinates to identify features on a map. <p>Map knowledge</p> <ul style="list-style-type: none"> Locate the UK on a variety of different scale maps. Name & locate the counties and cities of the UK. 	<p>Using maps</p> <ul style="list-style-type: none"> Follow a route on a large-scale map. Locate places on a range of maps (variety of scales). Identify features on an aerial photograph, digital or computer map. Begin to use eight figure compass and four figure grid references to identify features on a map. <p>Map knowledge</p> <ul style="list-style-type: none"> Locate Europe on a large-scale map or globe. Name and locate countries in Europe (including Russia) and their capitals cities. <p>Making maps</p> <ul style="list-style-type: none"> Recognise and use OS map symbols, 	<p>Using maps</p> <ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references. <p>Map knowledge</p> <ul style="list-style-type: none"> Locate the world's countries Identify the position and significance of lines of longitude & latitude <p>Making maps</p> <ul style="list-style-type: none"> Draw a variety of thematic maps based 	<p>Using maps</p> <ul style="list-style-type: none"> Follow a short route on an OS map. Describe the features shown on an OS map. Use atlases to find out data about other places. Use eight-figure compass and 6-figure grid reference accurately. Use lines of longitude and latitude on maps. Know what most of the ordnance survey symbols stand for <p>Map knowledge</p> <ul style="list-style-type: none"> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages



Westfield Primary School- Geography Skills Progression

	<p>Making maps</p> <ul style="list-style-type: none">• Try to make a map of a short route experiences, with features in current order.• Create a simple scale Drawing.• Use standard symbols, and understand the importance of a key.	<p>including completion of a key and understanding why it is important.</p> <ul style="list-style-type: none">• Draw a sketch map from a high viewpoint.	<p>on their own data.</p> <ul style="list-style-type: none">• Draw a sketch map using symbols and a key.• Use and recognise OS map symbols regularly.	<p>Making maps</p> <ul style="list-style-type: none">• Draw plans of increasing Complexity.• Begin to use and recognise atlas symbols.
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