



| | Year 1 | Year 2 | Year 3 |
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| Geographical skills and fieldwork | <ul style="list-style-type: none"> • GSF1 ask simple geographical questions e.g. What is it like to live in this place? • GSF2 use simple observational skills to study the geography of the school and its grounds • GSF3 use simple maps of the local area e.g. large scale print, pictorial etc. • GSF4 use locational language (e.g. near and far, left and right) to describe the location of features and routes • GSF5 make simple maps and plans e.g. pictorial place in a story | <ul style="list-style-type: none"> • GSF1 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 • GSF2 use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map • GSF3 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 • GSF4 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | <ul style="list-style-type: none"> • GSF1 ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? • GSF2 analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. • GSF3 recognise that different people hold different views about an issue and begin to understand some of the reasons why • GSF4 communicate findings in ways appropriate to the task or for the audience • GSF5 understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. • GSF6 use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • GSF7 make more detailed Fieldwork sketches/diagrams • GSF8 use fieldwork instruments • GSF9 use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features • GSF10 use four figure grid references • GSF11 use the 8 points of a compass • GSF12 make plans and maps using symbols and keys |



Westwood with Iford School

Progression of Skills - Geography

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| <p>Locational knowledge</p> | <ul style="list-style-type: none"> • LK1 understand how some places are linked to other places e.g. roads, trains | <ul style="list-style-type: none"> • LK1 name and locate the world's seven continents and five oceans • LK2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • LK3 name, locate and identify characteristics of the seas surrounding the United Kingdom | <ul style="list-style-type: none"> • LK1 identify where countries are within the UK and the key topographical features • LK2 name and locate the cities of the UK |
| <p>Human and physical</p> | <ul style="list-style-type: none"> • HP1 describe seasonal weather changes | <ul style="list-style-type: none"> • HP1 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 • HP2 use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • HP3 use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <ul style="list-style-type: none"> • HP1 identify physical and human features of the locality • HP2 explain about weather conditions/patterns around the UK and parts of the Europe |
| <p>Place knowledge</p> | <ul style="list-style-type: none"> • PK1 name, describe and compare familiar places • PK2 link their homes with other places in their local community • PK3 know about some present changes that are happening in the local environment e.g. at school • PK4 suggest ideas for improving the school environment | <ul style="list-style-type: none"> • PK1 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"> • PK1 understand why there are similarities and differences between places • PK2 develop an awareness of how places relate to each other |



| | Year 4 | Year 5 | Year 6 |
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| Geographical skills and fieldwork | <ul style="list-style-type: none"> • GSF1 understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. • GSF2 measure straight line distances using the appropriate scale • GSF3 explore features on OS maps using 6 figure grid references • GSF4 draw accurate maps with more complex keys | <ul style="list-style-type: none"> • GSF1 understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | <ul style="list-style-type: none"> • GSF1 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • GSF2 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 his/her knowledge of the United Kingdom and the wider world • GSF3 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 • GSF4 understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. • GSF5 use maps, charts etc. to support decision making about the location of places |
| Locational knowledge | <ul style="list-style-type: none"> • LK1 recognise the different shapes of the continents • LK2 demonstrate knowledge of features about places around him/her and beyond the UK • LK3 identify where countries are within Europe, including Russia • LK4 recognise that people have differing qualities of life living in different locations and environments • LK5 know how the locality is set within a wider geographical context | <ul style="list-style-type: none"> • LK1 identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day • LK2 recognise the different shapes of countries • LK3 identify the physical characteristics and key topographical features of the countries within South America • LK4 know about the wider context of places e.g. county, region, country • LK5 know and describe where a variety of places are in relation to physical and human features • LK6 know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent | <ul style="list-style-type: none"> • LK1 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • LK2 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 • LK3 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) |



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| Human and physical | <ul style="list-style-type: none"> • HP1 describe human features of the UK regions, cities and/or counties • HP2 understand the effect of landscape features on the development of a locality • HP3 describe how people have been affected by changes in the environment • HP4 explain about natural resources e.g. water in the locality • HP5 explore weather patterns around parts of the world | <ul style="list-style-type: none"> • HP1 know about the physical features of coasts and begin to understand erosion and deposition • HP2 understand how humans affect the environment over time • HP3 know about changes to the world environments over time • HP4 understand why people seek to manage and sustain their environment | <ul style="list-style-type: none"> • HP1 describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • HP2 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 |
| Place knowledge | <ul style="list-style-type: none"> • PK1 know about the wider context of places – region, country • PK2 understand why there are similarities and differences between places | <ul style="list-style-type: none"> • PK1 compare the physical and human features of a region of the UK and a region of South America, identifying similarities and differences | <ul style="list-style-type: none"> • PK1 understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America |