



Geography: Skills and Knowledge Ladder



Focus of development	Early Years	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Investigating places	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explore the natural world around them, making observations. • 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. 	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
Investigating geographical patterns	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them. • Know some similarities and differences between the natural world around 	<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 a contrasting non-European country. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic



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	<p>them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<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. Identify land use around the school. 	<ul style="list-style-type: none"> Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<p>and Antarctic Circle, and time zones (incl. day and night).</p> <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some reasons for change. Describe geographical diversity across the world. Describe how countries/geographical regions are interconnected/interdependent.
<p>Communicating using appropriate geographical language</p>	<ul style="list-style-type: none"> Describe what they can see in their immediate environment and when looking at pictures and photos. Use positional language such as behind, next to. 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features such as beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather etc. key human features, such as city, town, village, farm, house, office and shop etc. 	<ul style="list-style-type: none"> Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle. Describe key aspects of human geography, including settlements and land use. recognise how land use patterns have changed over time 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc. Describe and understand key aspects of human geography, settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc. Explain and give reasons for changing land use patterns over time
<p>Developing map skills</p>	<ul style="list-style-type: none"> Explore maps through stories. 	<ul style="list-style-type: none"> Use a variety of maps to name, locate and identify characteristics of the four countries and capital 	<ul style="list-style-type: none"> Use a variety of maps to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 	<ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images

	<ul style="list-style-type: none"> • Use small world models such as farms, train tracks and road maps 	<p>cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> • Use a variety of maps to name and locate the world's continents and oceans. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct a simple key. • Look at maps of the school and local area, and begin to understand how the features of a 2D map translate into reality • Begin to understand the use of grid squares and co-ordinates to locate places on maps 	<p>characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • Use a variety of maps to name and locate the countries of Europe and identify their main physical and human characteristics. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. • Gain experience of a range of maps at different scales, such as ordnance survey maps, and understand how to read grid references, symbols and key 	<p>compared with maps and topological maps - as in London's Tube map).</p> <ul style="list-style-type: none"> • Use a variety of maps to name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Use a variety of maps to name and locate the countries of North and South America and identify their main physical and human characteristics. • Use the eight points of a compass, six-figure grid references, symbols and a key (Ordnance Survey standard symbols) to communicate knowledge of the UK and the world. • Create maps of locations identifying patterns (land use, climate zones etc.)
<p>Respecting the world we live in and understanding its limited resources</p>	<ul style="list-style-type: none"> • Talk about features of their own environment and what they like and dislike. 	<ul style="list-style-type: none"> • Recognise that personal actions and choices can impact the local and global environment, both positively and negatively, e.g. dropping litter, planting a tree. 	<ul style="list-style-type: none"> • Understand the importance of individual responsibility in personal actions and choices that can impact the local and global environment, both positively and negatively, e.g. sponsoring an animal, leaving lights on. 	<ul style="list-style-type: none"> • Evaluate the impact of changing land use patterns over time • Evaluate the impact of humans on the environment, the damage that can be caused, the importance of conservation efforts, and the



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	<ul style="list-style-type: none">• Understand the importance of tidying up after activities.• Begin to contribute to efforts to look after the environment.	<ul style="list-style-type: none">• Understand the importance of looking after nature• Contribute to efforts to look after the environment	<ul style="list-style-type: none">• Understand the effects of our actions on both the local and global environment• Contribute to efforts to look after the environment	<p>possible future outcomes for the planet and its population</p> <ul style="list-style-type: none">• Recognise the obligations on current generations to safeguard the planet for future generations to come
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