Stockton on the Forest Primary School

Skills and Knowledge Progression Ladder: **Geography** Children can…

	National Curriculum	Geographical Study and Field work	Maps	Knowledge and Understanding
Reception	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries incl the use of maps Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments	Use the senses to explore the world around me Show interest in what they see in field work and talk about what they have seen Enjoy books about places Make observations about plants and animals Begin to look at the similarities and differences in the world around me	Use tracks on a carpet with cars Show interest in maps and the world. Use simple maps and plans of the local area	Show interest in the environment around me. Talk about the similarities and differences of objects. Understand some important processes and changes in the natural world around them, including the seasons Talk about why things happen
Year 1	Name the four countries and capital cities of the United Kingdom, with support locate them using atlases & globes Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to local & familiar features Begin to use four compass directions & some simple vocabulary. Name some of the world's continents and oceans and locate them with some support. Compare local area to a non-European country, noting some similarities and differences Use basic vocabulary to describe a less familiar area Use aerial images and other models to create simple plans and maps, using some symbols Use simple fieldwork and observational skills to study the immediate environment	Record what they have seen, in simple ways, including pictures and diagrams with labels Use technology to record what they see Collect simple statistics – longest, shortest, highest	Make simple plans and talk about them Mark the location of the school on a simple local map Identify where they have been on holiday, using a map	Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Make lists of places with similar characteristics – e.g. the seaside, towns Talk about places seen in books, videos, internet Describe different types of buildings Understand the concept of close and far away
Year 2	Name & locate the four countries and capital cities of the United Kingdom using atlases & globes Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple vocabulary. Name & locate world's continents and oceans. Compare local area to a non-European country, noting many similarities and differences Use vocabulary to describe a less familiar area Use aerial images and other models to create simple plans and maps, using a range of symbols Use simple fieldwork and observational skills to study the immediate environment	Ask simple geographical questions Use technology and APPs show fieldwork. Make detailed sketches whilst on field work and/or draw labelled diagrams Discuss changes in weather and seasons Use tally charts and simple tables to collect and record information	Identify features on a map Know the main aspects of the British Isles using maps Draw simple maps and plans, sometimes with keys Make a plan of the classroom Mark some locations on a map of UK – our town, our school visit, my holiday Identify the main regions of the world – continents, equator, tropics Begin to use concepts of NSEW	Recognise characteristic physical and human features of places - built up, noisy, busy .. Identify parts of some physical features – e.g. coast Understand similarities and differences in places Use photographs to identify land use and other geographical features Understand how places are connected and how people travel Express views about local area and environment Use vocabulary of size to classify –hamlet, town, city
Year 3	Name & locate some counties, cities, regions & features of UK Name & locate some European countries Study a region of the UK (not local area) Begin to understand latitude, longitude, identify position and significance of the polar regions. Begin to understand hemispheres, tropics, Equator & time zones Use 4 points of compass, symbols & keys with some support. Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc. Begin to use 4- figure grid references on OS maps Use fieldwork to observe, measure & record with some adult support	Use prediction and prior knowledge to find out about unknown places, and combine this with observation Use a range of primary and secondary sources, Research different places. Suggest own ways of presenting information, including graphically and in writing Make detailed and labelled field sketches Make field measurements over time Collect statistics and present them appropriately Record information on charts, graphs and tables Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate Begin to use the computer to draw graphs	Draw maps of local places, including sketches from field work Use and draw maps with a simple key Use maps with simple grid references Work out routes on maps and plans Find longest and shortest routes using maps Plan routes using 4 points of the compass Compare information from atlases with that from a globe Use atlases which show physical and human features Use contents and index pages of an atlas	Work out a location using a range of information Understand the different uses of different places Understand that different places may have similar / different characteristics and give reasons for these Understand and use the concept of reciprocal link between physical and human features Describe and identify how a place has changed Understand how economic development can change a place Identify the parts of a river, and land use around and how these can change people's lives Express views and recognise how people affect the environment, summarising the issues Suggest ways of improving local environment Understand how weather changes an environment Know the difference between weather and climate Suggest ways towards a reduction in climate change

Year 4	Name & locate many counties, cities, regions & features of UK Name & locate many European countries Study a region of the UK (not local area) Understand latitude, longitude, identify position and significance of the polar regions. Understand latitude, longitude, Equator, hemispheres, tropics & time zones Use 4 points of compass, symbols & keys Describe & understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc using a wide vocabulary Use 4- figure grid references on OS maps Use fieldwork to observe, measure & record	Draw on previous knowledge and understanding when setting up a field work investigation Examine, question, analyse what is discovered, using a range of evidence Discriminate between different sources of information Test conclusions for accuracy Measure wind speed, rainfall and noise levels Use technology to represent information, including making a database. Make a database to record information Prepare questionnaires to investigate people's views on an environmental issue Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements	Read and use the symbols on a map Use four figure grid references to locate points on a map Identify time differences around the world Plan a route and work out distance using map scales	Begin to recognise geographical patterns, and identify through aerial photographs Understand why people choose to live in contrasting areas Compares the lives of people in two different environments or places Understand how people can both improve and damage the environment Explain the process of erosion and deposition, and its effects on people Consider the future of some physical and human features, based on an understanding of change Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each
Year 5	With support, locate world's countries, focussing on Europe & Americas focus on key physical & human features Name & locate some countries and major cities of North America Identify position of Arctic and Antarctic circles and have some understanding of their significance Begin to understand Prime / Greenwich Meridian time zones (including night & day) Use 4 points of compass and begin to use 8, symbols & keys Study a region of Europe, and of the Americas Begin to understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use 4- figure grid references on OS maps and begin to use 6- figure Use fieldwork to record & explain areas	Suggest suitable questions for a field work study Rank information found into order of importance Come to accurate conclusions, using information Make careful measurements - e.g. rainfall, noise level, distance Collect statistics about people and places Begin to use a range of graphs, including pie charts	Work out a journey time, using their knowledge of time zones Use and understand simple scales to compare maps.	Begin to understand geographical pattern – e.g. industry by a river Describe and begin to explain patterns and physical and human changes Describe how change can lead to similarities between different places Justify own viewpoint or decision, and use new information to adapt their own viewpoint
Year 6	Locate world's countries, focussing on Europe & Americas focus on key physical & human features Name & locate many countries and major cities of North America Identify position and significance of Arctic and Antarctic circles Understand Prime / Greenwich Meridian time zones (including night & day) Use 8 points of compass, symbols & keys Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use 4- and 6-figure grid references on OS maps Use fieldwork to record & explain areas in detail	Suggest relevant issues for further study Carefully select sources of evidence, and sift for relevant information Use a range of methods to collect statistics about people and places. Analyse data – e.g. population data - using similarity and difference Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence and research	Use 4 and 6 figure grid references Use a compass to follow a route	Recognise dependent links and relationships in both human and physical geography Make a plausible case for environmental change Interpret other people's arguments for change, analysing and evaluating their viewpoints

Geography Assessments and Objectives Learnt Tracker Key

Assessments are completed and then updated at the end of units of learning during the three assessment weeks throughout the year. There is one row for each year group (not one for each term – this is a live document that is updated).

Objectives highlighted in the progression ladder constitute what the children working 'at' have learnt.

Geography Assessments and Objectives learnt tracker				
Year Group	**Children working 'below'**	**Children working 'at'**		**Children working 'above'**
Year 1				
	Areas to improve on:	**To move to 'above'**		**How are they demonstrating working above? What further challenge do they need?**
Year 2				
	Areas to improve on:	**To move to 'above'**		**How are they demonstrating working above? What further challenges do they need?**
Year 3				
	Areas to improve on:	**To move to 'above'**		**How are they demonstrating working above? What further challenges do they need?**
Year 4				
	Areas to improve on:	**To move to 'above'**		**How are they demonstrating working above? What further challenges do they need?**
Year 5				
	Areas to improve on:	**To move to 'above'**		**How are they demonstrating working above? What further challenges do they need?**
Year 6				
	Areas to improve on:	**To move to 'above'**		**How are they demonstrating working above? What further challenges do they need?**