# Stockton on the Forest Primary School

Progression Ladder: **Geography** Children can…

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

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