

National Curriculum Geography — Skills ladder

Breadth of study	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Location and place knowledge</p>	<p>Ask what a place is like.</p> <p>Tell others what I like and dislike about place</p> <p>Use words and pictures to help me to describe places</p> <p>Use books and stories to help me find out about places</p> <p>Draw a place I am finding out about</p>	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Locate a country studied on a map.</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>	<p>Use maps and globes to locate the UK.</p> <p>Be able to identify the 4 countries and label the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment.</p> <p>Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Build on prior knowledge of UK regions by using maps to locate countries of Europe.</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs – do they think these were taken close to the Equator or further away.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify main trade and economy in Sicily and compare to region of the UK.</p> <p>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>	<p>Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere.</p> <p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate.</p> <p>Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Children to ask questions about global warming.</p> <p>Discover the cause of global warming and research the implications.</p> <p>Reach reasoned and informed solutions and discuss the consequences for the future.</p> <p>Identify changes to be made in own lives in response to this.</p> <p>Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes.</p> <p>Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.</p> <p>Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</p> <p>Discuss how the rainforest may be linked to us e.g. trade.</p> <p>Locate other rainforests using Google earth and maps, identifying patterns in their location.</p> <p>Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions.</p> <p>Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences.</p> <p>Select items required to survive in Antarctic conditions.</p> <p>Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet.</p> <p>Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions.</p> <p>Design interesting and relevant studies that may be carried out in Antarctica.</p>	<p>Confidently use maps, globes and Google Earth.</p> <p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p> <p>Use maps to locate features of the UK e.g. rivers, mountains, large cities.</p> <p>Explain and defend which are physical and which are human features.</p> <p>Label counties, cities, mountains and rivers.</p> <p>Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>	<p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</p> <p>Understand how these features may have changed over time.</p> <p>Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the major cities of the world and draw conclusions as to their similarities and differences.</p> <p>Use maps to identify longitude and latitude.</p> <p>Study maps of the USA to identify environmental regions. Compare and contrast these regions.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</p>

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<p style="text-align: center;">Human & Physical Geography</p>	<p>Say what a type of building is e.g. shop, house, farm.</p> <p>Say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline</p>	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p>Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today? Relate land use and trade to settlements.</p>	<p>Look at pictures and labelled diagrams of different historical settlements over time. Produce own pictures and labelled diagrams.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.</p> <p>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade.</p> <p>Study maps and pictures of Victorian Nottingham. Compare and contrast photos and maps from today. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. Explain and present the differences between Victorian Nottingham and present day Nottingham. Reflect on the impact trade has on an area and generate ideas for cause and effect.</p>	<p>Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Study photographs, aerial photographs and maps of Nottingham/Mansfield pre war, post war and present day. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes.</p> <p>Look at maps on different scales and calculate scales on own maps.</p> <p>Research and present Britain's export trade.</p> <p>Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?</p>
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<p>Fieldwork</p>	<p>Take photographs of the locality and use them back in the classroom to help me describe the place</p> <p>Say how a place is similar/different e.g. This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place</p> <p>Keep a class weather chart throughout the school year and discuss changes.</p> <p>Suggest ways we could improve somewhere near the school.</p>	<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.</p> <p>Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Make a simple map.</p> <p>Create an aerial map of the school/local area as a class by using different sized blocks.</p>	<p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road.</p> <p>Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.</p>	<p>Use locational language to describe the location of points on a map of the school/local area. e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds.</p> <p>Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</p> <p>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are.</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p> <p>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</p> <p>Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).</p>	<p>Design questions and studies to conduct in the local area.</p> <p>Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.</p> <p>Undertake surveys.</p> <p>Conduct investigations.</p> <p>Classify buildings.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>Choose effective recording and presentation methods e.g. tables to collect data.</p> <p>Present data in an appropriate way using keys to make data clear.</p> <p>Draw conclusions from the data.</p>	<p>Look for evidence of past river use by visiting the location.</p> <p>Make field notes/observational notes about land features.</p> <p>Visit a river, locate and explain the features.</p> <p>Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times.</p> <p>Study pictures of the river in Victorian times and compare and contrast.</p> <p>Select a method to present the differences in transport in the area today.</p> <p>Record measurement of river width/depth.</p>	<p>Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</p> <p>Collate the data collected and record it using data handling software to produce graphs and charts of the results.</p> <p>Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</p> <p>Undertake a street/ noise survey of the local road/ high street</p> <p>Undertake a general survey of the local road/ high street:</p> <p>Form and develop opinions e.g. Do the pupils like/ dislike the road/ street</p> <p>Compare road with another busier/ quieter street/ road</p> <p>Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?</p> <p>With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take.</p> <p>Report on the effects of environmental change on themselves and others.</p> <p>Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road.</p> <p>Select methods for collecting, presenting and analysing data</p> <p>Analyse evidence and draw conclusions</p> <p>Be aware of own responsibility in the world</p>
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