



GEOGRAPHY

LEARNING LADDER



Geography Learning Ladder

Explore

Discover

Create

KS1 Geography Learning Ladder

	Enquiry	Map Skills	Fieldwork Skills	Environment
Y1	<p>Children can ask simple questions about places and features.</p> <p>Children can use resources to find information about a topic/feature.</p> <p>Children can observe and list the human and physical features of a place and notice similarities and differences.</p>	<p>Children can name the world's 7 continents and 5 oceans.</p> <p>Children use simple locational/directional language to describe routes and location of features on a map.</p> <p>Children name and locate (using maps and atlases) the four countries and capital cities of the UK.</p> <p>Children can give simple directions using the four points of a compass.</p> <p>Children can identify countries included in topic studies on world maps/globes.</p>	<p>Children can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Children 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.</p> <p>Children devise a simple map of the local area.</p>	<p>Children identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children identify seasonal and daily weather patterns in the UK.</p> <p>Children can list geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country.</p> <p>Children can use basic geographical vocabulary to name physical and human features.</p>
Y2	<p>Children make links by using multiple resources to answer questions.</p> <p>Children describe the human and physical features of a place and make simple comparisons.</p> <p>Children begin to give a simple reason to explain a comparison.</p>	<p>Children can name and locate, using maps and atlases, the world's 7 continents and 5 oceans.</p> <p>Children can use simple compass directions and locational language to describe the location of features on a map.</p> <p>Children can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children can give simple directions using the four points of a compass and more precise directional/locational language.</p> <p>Children can use world maps and atlases to identify countries, continents and oceans studied.</p>	<p>Children use simple fieldwork and observational skills to study and begin to describe and explain the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Children use aerial photographs and plan perspectives to recognise landmarks and basic human and physical landmarks.</p> <p>Children devise a simple map of the school and surrounding area using basic symbols.</p>	<p>Children describe seasonal and daily weather patterns in the UK.</p> <p>Children can describe geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country.</p> <p>Children can explain why there are hot and cold areas of the world in relation to the Equator and North/South Poles.</p> <p>Children use basic basic geographical vocabulary to name physical and human features in their descriptions and explanations.</p>

KS2 Geography Learning Ladder

	Enquiry	Map Skills	Fieldwork Skills	Environment
Y3	<p>Children ask questions comparing places and the environment.</p> <p>Children identify simple comparisons about places and the environment.</p> <p>Children can describe a comparison about places and the environment.</p>	<p>Children use maps and atlases to locate the world's countries which have direct links to notable mountains and volcanoes or are known earthquake zones.</p> <p>Children use maps and atlases to identify the topography of the land around mountains, volcanoes and earthquake zones.</p> <p>Children use map keys and symbols to find and locate key features.</p> <p>Children use maps to help describe routes taken by explorers, building on KS1 locational language.</p>	<p>Children present geographical data about mountains, earthquakes and volcanoes</p> <p>Children create sketch maps and plans of local features by using simple keys and symbols.</p> <p>Children use the 8 points of a compass to identify the direction of a location.</p> <p>Children can compare different navigation methods used by explorers.</p>	<p>Children understand and describe the key aspects of mountains, volcanoes and earthquakes.</p> <p>Children can list ways in which humans have adapted and managed their environment to live alongside the dangers of mountains, earthquakes and volcanoes.</p> <p>Children can give physical and human features that had to be overcome by explorers.</p> <p>Children can describe in simple detail how an explorer overcame a difficulty posed by a human or geographical feature.</p>
Y4	<p>Children make links between human and physical features in different localities.</p> <p>Children begin to offer a simple explanation for the location of human and physical features in different localities.</p> <p>Children ask new questions about human and physical features based on links previously made.</p>	<p>Children locate the world's countries using maps to focus on Europe and North/South America concentrating and describing environmental regions and key human and physical features.</p> <p>Children identify the position and describe the significance of the Equator, Northern and Southern Hemispheres and Arctic and Antarctic circles..</p> <p>Children identify the position and significance of the Prime/Greenwich Meridian.</p> <p>Children use 4- figure grid references on OS maps to build knowledge of the United Kingdom including describing location of counties and major cities.</p>	<p>Children can use the 8-points of a compass to navigate between different points.</p> <p>Children use fieldwork skills and equipment to carry out and present findings for a simple, given investigation i.e. measuring noise pollution around the school grounds.</p> <p>Children can describe what they have done in investigations.</p> <p>Children begin to give reasons why they carried out their investigation in a certain way.</p>	<p>Children can describe the process of the water cycle.</p> <p>Children understand and describe the key aspects of natural resources and renewable energy and give simple reasons to explain pros and cons.</p> <p>Children compare and contrast key topographical features of the United Kingdom such as National Parks, Heritage Sites, coast lines etc.</p> <p>Children describe how some aspects of the geography (inc. settlement and land use) of the United Kingdom have changed over time.</p>
Y5	<p>Children use their geographical knowledge and understanding to carry out an investigation.</p> <p>Children recognise and describe physical and human processes.</p> <p>Children can identify different views and can begin to categorize them.</p>	<p>Children locate the world's countries, cities and environmental regions (focussing on Europe inc. Russia and North and South America) being able to classify them and explain the reasoning behind classification.</p> <p>Children locate major rivers of the world using atlases (across UK, EU and North/South America) and begin to explain their position.</p> <p>Children use maps and atlases to locate sources of rivers and analyse the topography and terrain of a river throughout its course.</p>	<p>Children can use the 8-points of a compass and a map to navigate between points.</p> <p>Children use fieldwork skills to plan, carry out and present an open ended investigation (i.e. planning the location of a seating area in the school grounds that meets certain requirements).</p> <p>Children use geographical data and digital technologies such as Google Earth to explore environmental regions of the world's countries (EU and N/S. America), comparing, contrasting, and classifying findings.</p>	<p>Children describe in detail and explain the process of the water cycle.</p> <p>Children explain how humans have altered the environment they are in and offer explanations to suggest whether these improve the environment.</p> <p>Children understand and describe the human geography of rivers including their use for transport, trade and settlements.</p> <p>Children explain geographical similarities and differences between human and physical</p>

		<p>Children name and locate significant coastal and river features in the UK using atlases and OS maps with 6-figure grid references.</p>	<p>Children are able to explain their findings from investigations.</p>	<p>geography of major rivers/coasts across the UK, EU and North/South America.</p>
<p>Y6</p>	<p>Children can use their geographical knowledge to hypothesise when planning an investigation.</p> <p>Children analyse and explain physical and human processes.</p> <p>Children can explain how they have categorized different views and come to a conclusion.</p>	<p>Children locate the world's countries/cities and environmental regions (focussing on the Silk Road, major trading countries and South America) and formulate questions about their location.</p> <p>Children explain the significance of latitude, longitude, Prime/Greenwich meridian and time zones.</p> <p>Children use maps to identify and explain the key human and physical characteristics of countries linking to trade and begin to make generalisations.</p> <p>Children explain the position and significance of the Equator and Tropics of Cancer and Capricorn.</p>	<p>Children use maps, compass points and bearings to navigate between points.</p> <p>Children use digital/computer mapping to locate features described (rainforests, deforested areas etc).</p> <p>Children plan their own investigations, hypothesising their findings based on their prior geographical knowledge.</p> <p>Children reflect on their investigations and can offer suggestions for how their methods could be improved.</p>	<p>Children understand and explain key aspects of the human geography of economic activity and trade links.</p> <p>Children describe and explain the key aspects of the human geography of distribution of natural resources including energy, food, minerals and water.</p> <p>Children describe and find links between the key aspects of physical geography: climate zones, biomes and vegetation belts.</p> <p>Children describe and explain the key aspects of human geography: land use and distribution of natural resources (deforestation)- begin to hypothesise by following trends.</p>