

## Geography Skills Ladder, based on the National Curriculum of 2014

	Demonstrating knowledge, skills and understanding	Describing and recognising physical and human features	Showing awareness of other localities	Expressing views	Using resources, asking questions and investigating	Using sources, collecting evidence and using geographical vocab.
Age 5-6	<p>I can recognise and describe 'where things are' in the simple context of the classroom, school, or local area, <i>e.g. I can say ITA is in between 1 GT and 1SG or year two are on the second floor, nursery is next to....</i></p> <p>I can name and locate England, Wales, Scotland and North Children can name the capital cities of the United Kingdom</p> <p>I can devise a simple map (e.g. classroom , school, e.g. put labelling)</p>	<p>I can recognise and make observations about physical and human features of localities, including the school and local area (e.g. compare two different areas/ schools; identify e.g. rivers, canals, lakes, buildings, stations etc....)</p> <p>I can use aerial photographs and plan perspectives to recognise physical and human features (e.g. label the human and physical features independently, identify by colour or shape (e.g. distinguish between rivers and lakes)</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom (e.g. talk about changes of season throughout the year, use related vocabulary: sunny, temperature, rainfall, windy, cloudy, etc...) - children should be able to notice and compare different weather types.</p>	<p>I can use basic geographic vocabulary to express my views on features of the environment of a locality (e.g. they can talk about what human or physical features make it attractive or how we could improve the environment , e.g. by adding some human features)</p>	<p>I can use my limited experience resources (e.g. photos of the area including human or physical feature, maps, aerial photos, file facts, simple statistics, non-fiction books) that are given to me to ask and answer simple questions about places and environments</p> <p>Use simple compass directions and locational and directional language to describe the location of places (directional language: near and far; left and right to describe the location of features and routes on a map)</p>	<p>I am beginning to use basic geographic vocabulary to refer to key physical and human features (e.g. physical: river, canal, lake, mountain, volcano etc... Human features: road, car park, train station, bank, etc...)</p> <p>Use maps, atlases and globes to locate and identify the United Kingdom and its countries (Wales, Scotland, England, Northern Ireland- explain it is a part of the UK although it is on the other island –Ireland) )</p>

<p>By the end of KS1 Age 6-7</p>	<p>I can show my knowledge, skills and understanding in studies at a local scale (e.g. identify UK beaches and its features, e.g. cliffs )</p> <p>I can recognise simple patterns (e.g.of whatever geographical events you're focusing on. For example, when we're talking about the location of the mountains)</p> <p>I can name and locate the seven continents and five oceans</p> <p><u>I can construct basic symbols in a key for my map (e.g. for human features , e.g P for car park ,Black line for roads, S for school; as well as for physical features)</u></p>	<p>I can identify and describe physical and human features of some places (compare two places in UK)</p> <p>I can make simple comparisons between <u>individual features of a small area in the UK and a contrasting non – European country</u> (e.g. compare coastlines in UK and Australia)</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks (label features landmarks , e.g. Thames in London, Westminster Cathedral, Trafalgar Square etc...)</p> <p>I can make observations about physical and human processes to answer questions about ‘why things are like that’ (e..g. Why do cities have lots of buildings)</p>	<p>I can show awareness of some places in the wider world (e.g. name Africa/ America / France and say it is a different continent/ country)</p> <p><u>I can identify the location of hot and cold areas of the world in relation to the Equator and North/South poles (e.g. North Pole and Australia in relation to the Equator and North )</u></p>	<p>I can identify and describe easily recognisable examples of the ways people affect the environment (linked to human activity - fishing, technology, agriculture )</p> <p>I can describe simple ways to manage our effect on the environment (pollution, dropping litter into canals etc...)</p> <p>I can recognise ways of damaging or improving the environment and how this can affect our lives (e.g. recycling, pollution, plastic litter threatening river life)</p>	<p>I can use this information and my own observations and limited experience to help me ask and respond to questions about places and environments (aerial photos, maps, fact files, picture)</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map. (e.g. (refer to different directions: North, West, East, South , North – West, North- East, South-West, South – East)</p>	<p>I can use <u>basic</u> geographical vocabulary to refer to key physical and human features (e.g. more specific vocabulary related to a coastline)</p> <p><u>Use maps, atlases and globes to identify the countries, continents and oceans being studied (identify European countries and some countries in Africa )</u></p>
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Age 7-9 lower KS2

I can show my knowledge, skills and understanding in studies at a local scale. (e.g. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),

I can name and locate the world's countries focusing on Europe, North/South America locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

I can use maps, atlases, globes and digital mapping to locate countries

I can describe and compare the physical and human features of countries and major cities (e.g. (including hills, mountains, coasts and rivers)

I can offer explanations for the locations of some of those features

I am aware that a region in the UK, a region in a European country and a region within North/South America may have both similar and different characteristics (know key facts about those regions and able to say what is similar of different in terms of human and physical geography : e.g. weather pattern, coastline features, the impact of tourism etc...)

I offer reasons for some of my observations and for my views and judgements about places and environments. (link to human activities such as environmental projects / tourism/ pollution or physical features )

I recognise how people seek to improve and sustain environments (e.g. reduce pollution, clean rivers, responsible land use, fight deforestation. prevent forest fires, recycling, protect species etc...)

I use skills and sources of evidence to respond to a range of geographical questions, and am beginning to use appropriate vocabulary to communicate my findings

I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (e.g. weather impact-physical feature, or major the impact of recycling/

Identify the position and significance of latitude, longitude, equator, hemispheres, tropics of, meridian, time zones.

<p>Age 8-10</p>	<p>I can show my knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. (e.g. study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America)</p> <p>I can use the 8 point compass, four and 6 grid reference, symbols and keys to build knowledge of the UK and wider world</p>	<p>I can recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. (e.g. in certain areas of high global diversity, including tropical South America and tropical West Africa. In contrast to the usual pattern of high species diversity occurring in the tropics; Or For an example, When we're talking about the location of where the volcanic eruptions occur on a map, you'll be able to find a "pattern", which is;- The volcanic eruptions are most likely to occur around the edge of the pacific, Which is also equivalent to the "ring of fire" or when we're talking about the Tropical Cyclones, we can say;- The Tropical Cyclones occur in the Tropical Zones, which is roughly about 23 degrees North (Tropic of Cancer) and 23 degrees South (Tropic of Capricorn) from the Equator.</p> <p>I recognise and describe physical and human processes <u>and key topographical features</u> (e.g. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)</p> <p>I can recognise human processes (e.g. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water )</p>	<p>I can observe, measure and record human and physical features of places, and how changes affect the lives and activities of people living there (look at the examples in other columns)</p>	<p>I explain my own views and the views that other people hold about an environmental change (environmental projects / tourism/ pollution or physical features . Are they effective? Have we managed to reduce pollution levels/ deforestation? Can be a debate on a certain topic. Is it getting worse or better? What and how can we improve it?)</p>	<p>I understand how people can both improve and damage the environment (can be linked to a debate on impact of human activity on the environment (link to your topic) : positive and negative (prevention/ reducing damage/ projects / damage/ improvement/ consequences/ avoidable/ not - avoidable?- e.g. pollution linked to means of transport including planes) . <b>What would happen if.....?</b></p> <p>Drawing on my knowledge and understanding, I can suggest suitable geographical questions, and use a range of geographical skills from the key stage 2 programme of study to help me investigate places and environments.</p>	<p>I use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (e.g. weather impact-physical feature, or major the impact of recycling/</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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<p>By the end of KS2 Age 10-11</p>	<p>I can show my knowledge skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world.</p> <p><u>I can sketch maps, plan and graph and digital technologies</u></p>	<p>I describe and begin to explain geographical patterns and physical processes (e.g. <u>understand how some of these aspects have changed over times</u> (Look at the age 8-10 examples, choose one to explain the changes over time)</p> <p>I describe how these processes can lead to similarities and differences in the environments of different places in the lives of people who live there.</p> <p>I recognise some of the links and relationships that make places dependent on each other.</p>	<p>I suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.</p>	<p>I explain my own views and begin to suggest relevant geographical questions and issues.</p>	<p>I recognise how people try to manage environments sustainably.</p> <p>Drawing on my knowledge and understanding, I select and use appropriate skills and ways of presenting information from the key stage 2 or 3 programme of study to help me investigate places and environments.</p>	<p>I select information and sources of evidence, suggest plausible conclusions to my investigations and present my findings both geographically and in writing.</p>
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Planning should be pitched at age related expectation with evidence seen of pitching at higher skills for the more able.

\*Please note the overlap. As children enter KS2 they should be taught skills for 7-8 years old. 8-9 year olds should secure these skills and begin developing those skills of 8-10 years.