

St Thomas More School Geography Progression Ladder

| Geography Progression | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
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| Understanding of the World | | | | |
| Nursery | <p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> | <p>Show interest in different occupations</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Talk about what they see, using a wide vocabulary.</p> | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> | <p>Talk about what they see, using a wide vocabulary.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> |
| Reception ELG | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> | <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> | <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> | <p>Explore the natural world around them.</p> <p>Draw information from a simple map</p> <p>Recognise that some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> |

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| Year 1 | <p>Beginning to name and locate the world's seven continents and five oceans.</p> <p>Begin to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Begin to use some key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> | <p>Begin to use some key vocabulary: similarities, differences, atlas, climate, continent, degrees Celsius, globe, location, temperature, thermometer, weather</p> <p>Begin to describe how hot and cold places are affected by their location.</p> | <p>Can identify seasonal and daily weather patterns: in the United Kingdom.</p> <p>Beginning to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, climate</p> <p>Use key vocabulary to conduct own fieldwork investigation including: criteria, data, decision, effect, record, seasons</p> <p>Beginning to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p> | <p>Beginning to use world maps.</p> <p>With support can use atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map.</p> <p>With support devise a simple map; construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features.</p> <p>Use some basic key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p> |
| Year 2 | <p>Can name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> | <p>Use key vocabulary, including: similarities, differences, atlas, climate, continent, degrees Celsius, globe, location, temperature, thermometer, weather</p> <p>Can compare the UK with a contrasting country in the world.</p> <p>Uses key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brazil Brasilia, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, volcano, rainforest</p> | <p>Able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p> <p>Uses basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Uses basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>Can use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map.</p> <p>Able to devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.</p> <p>Use most key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical</p> |

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| Year 3 | <p>Beginning to locate the world's countries, using maps and atlases.</p> <p>Name and locate some counties and major cities of the United Kingdom.</p> <p>Can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: country, town, coast, mountain, hill, river, sea, climate, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle.</p> | <p>Beginning to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>Use Key Vocabulary: city; employment; land use; leisure; megacity; population; population density; settlement; town; village</p> | <p>Begin to describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, earthquakes and the water cycle;</p> <p>Begin to describe and understand key aspects of human geography, including: types of settlement and land use;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: magma, volcano, active, earthquake, epicentre, tsunami, tornado, climate, water cycle, evaporation, pollution, shelter, food Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, tsunami, tornado, climate, tropics, evaporation, water cycle</p> | <p>Begin to use maps and atlases to locate countries and describe some features studied;</p> <p>Start to use symbols and keys to build their knowledge of the United Kingdom.</p> <p>Beginning to present the human and physical features in the local area using sketch maps.</p> <p>Uses key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, symbol, land use, population, coordinates.</p> |
| YEAR 4 | <p>Can locate the world's countries, using maps and atlases concentrating on environmental regions and key physical characteristics.</p> <p>Can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</p> <p>Begin to Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p> | <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>Understand some geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p> <p>Use Key Vocabulary: city; employment; land use; leisure; megacity; population; population density; settlement; town; village; population; retail; leisure</p> | <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Know where some of the major rivers in the world are.</p> <p>Know how rivers are formed and why they are important to people.</p> <p>Use and understand the key vocabulary: channel, delta, deposition, erosion, mouth, pollution, sediment, source, transportation</p> | <p>Can use maps, atlases, globes and beginning to use digital/computer mapping to locate countries and describe features studied;</p> <p>Can use some symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</p> <p>Can use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and some digital technologies.</p> <p>Uses key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, landmark, key, symbol, land use, population, coordinates.</p> |

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| | Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. | | | |
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| Year 5 | <p>Use maps to locate the world's countries with a focus on South America and Europe</p> <p>Name and locate some counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, continent, country, city, North America, South America, border, key.</p> | <p>Identify some of the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America</p> <p>Begin to show deeper knowledge and understanding of the places studied, people, resources, natural and human environments. Make comparisons and links to the places outside of the UK and where they live.</p> <p>Use some key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> | <p>Describe some key aspects of the physical geography, such as: climate zones, biomes and vegetation belts mountains and the water cycle</p> <p>Describe key aspects of human geography, such as: 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>Use some key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, electricity, renewable, non-renewable, solar power, wind power, carbon footprint, sustainable/unsustainable, technology, fossil fuels, economic/economy</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to begin to observe, measure, record and present human features using different methods, including sketch maps</p> <p>Use key vocabulary in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p> |
| Year 6 | <p>Use maps to locate the world's countries with a focus on the Arctic and Antarctic regions.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> | <p>Identify some of the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and the Arctic and Antarctic.</p> <p>Through independent research and asking and answering questions, children show deeper knowledge and understanding of the places studied, people, resources, natural and human environments. They can make detailed comparisons and links to the places outside of the UK and where they live.</p> <p>They use the key vocabulary in their written and oral work: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> | <p>Describe and understand key aspects of physical geography, such as: climate zones, biomes and vegetation belts mountains and the water cycle;</p> <p>Describe and understand key aspects of 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>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency,</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p> <p>Children confidently build on their map skills by communicating locations through grid references and coordinates.</p> |

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| | <p>Children can understand and explain the concept of tourism and its impact.</p> <p>Children show understanding of how key physical and human geographical features of the world are independent and how they bring about spatial variation and change over time.</p> | | <p>conservation, carbon footprint, tourism, positive, negative, economic, social, environmental, population, birth rate, death rate</p> <p>They can describe the impact humans have on the world, including trade links and the distribution of resources.</p> | |
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