
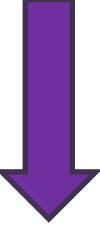


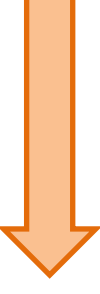




Primary Geography Skills Ladder

Questions and enquiry	Y1	Begin to ask questions e.g. what is it like to live in this place?
		Respond to questions like what ... and where...?
		Use observations to respond to questions.
		Ask interpretative questions, such as 'what is...like?'
		Use sources of evidence to respond to a range of questions.
		Ask questions to enable opinions to be voiced, such as 'what do I think about it?'
	Y6	Drawing on knowledge and understanding to suggest 'what if...?', 'How could...?', 'Why might...?' style questions. Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.
Communication	Y1	Make oral descriptions from simple observations.
		Communicate verbally and through drama, pictures, sketches and maps.
		Begin to use technology to communicate e.g. voice recorders, cameras and computers.
		Express own opinions: describe features and places.
		Start to communicate in writing, expanding through a range of genres
		Describe and offer explanations and reasons.
		Consider and explain own and others views about topical issues.
Y6	Recognise and describe patterns. Suggest plausible conclusions, decisions. Describe and explain processes e.g. features caused by river erosion and possible extrapolation.	
Vocabulary	Y1	Use simple geographical vocabulary including those for physical and human features e.g. beach, cliff, city, house etc.
		Develop geographical vocabulary e.g. hill, mountain, river, north, south.
		Language of routes and maps e.g. N, S, E, W. contours, symbols, distance.
		Continue to develop geographical vocabulary e.g. clouds, rainfall, human and physical environment.
		Use precise geographical vocabulary e.g. erosion, deposition, urban, rural, tributary, sustainability. Be able to describe and start to explain geographical processes using the correct terminology.
Y6		
Field work Collecting + recording data	Y1	Carry out simple, teacher led investigations such as identifying types of buildings in their locality.
		Make simple observations about key human and physical features, simple sketches and digital technologies.
		Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan.
		Carry out a simple questionnaire or use pre-determined questions to help collect and record.
		Use simple equipment and instruments to measure and record e.g. weather equipment.
		Develop field sketching skills complete with annotation.
		Carry out a fieldwork survey and present results e.g. graphs, maps.
Y6	Draw own detailed sketch maps and field sketches with annotations of pattern, process and change Analyse field data through graphing, statistical analysis etc.	
Knowledge	Y1	Name and locate the world's seven continents and five oceans.
		Locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.
		Understand geographical similarities and differences through studying human and physical geography of the UK and a contrasting non-European country.
		Identify seasonal and daily weather patterns in the UK.
		Identify hot and cold areas of the world in relation to the equator, north and south poles.
		Can locate world's countries (Europe, Russia, North and South America etc.) and can identify key physical and human characteristics.
		Name and locate counties and cities of the UK, geographical regions and identify key characteristics.
		Describe key physical features, river, mountain, beach etc and key human features e.g. city, harbour, industry
		Identify the position and significance of latitude, longitude, Equator and key geographical terms.
		Understand geographical similarities and differences through the study of human and physical geography.
		Question and challenge stereotypes, unfair distribution of resources, opportunity and wealth.
Y6	Consider, connect and analyse different viewpoints, perspectives and approaches to aid decision making. Can describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers etc.) and human geography (types of settlement, land use, economic activity, distribution of natural resources etc.).	
Using and creating maps	Y1	Use globes, maps, plans and atlases.
		Start to make Simple pictorial maps and plans.
		Follow directions - near, far, left and right.
		Can use simple compass directions; north, south, east and west.
		Make simple pictorial maps and plans.
		Start to look at a range of scales.
		Use simple letter and number coordinates.
		Draw maps including key and scale.
		Use atlases and maps to find places and make deductions about landscape, industry, features etc
		Use more complex letter and number coordinates.
		Draw maps and plans at a range of scales and from different perspectives e.g. birds eye, oblique, vertical up, linear
		Use OS maps at different scales.
		Use 4 figure grid references.
		Use the eight points of a compass.
		Select and create appropriate map resources to find and show detailed information.
Y6	Start to use 6 figure grid references. Use computer/digital mapping applications.	
Resources	Y1	Use a range of given secondary sources – texts, images, aerial photos, stories, videos etc.
		Develop use of secondary sources, use them to ask and respond to questions.
		Use satellite Images, GIS and VR to explore distant locations
		Gather data for use as primary source.
		Y6

