



Geography Learning Ladders



EYFS – Understanding the World	Areas of Study-
Statutory Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.
<p style="text-align: center;"><i>Past and Present</i> <u>Statutory ELG</u></p>	<p><i>Children will talk about the lives of people around them and their roles in society, know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and story-telling.</i></p>
<p style="text-align: center;"><i>Reception Year</i> Non-Statutory Development Matters</p>	<p>Comment on images of familiar situations in the past</p>
<p style="text-align: center;"><i>3 and 4 Year Olds (Nursery Year)</i> Non-Statutory Development Matters</p>	<p>Talk about what they see using a wide vocabulary.</p>
<p style="text-align: center;"><i>People, Culture and Communities</i> <u>Statutory ELG</u></p>	<p><i>Children will describe their immediate environment using their knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and <u>cultural communities</u> in this country drawing on their experiences and what has been read in class. <u>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.</u></i></p>

<p>Reception Year</p> <p>Non-Statutory Development Matters:</p>	<p>Recognise some similarities between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p>
<p>3 and 4 Year Olds (Nursery Year)</p> <p>Non-Statutory Development Matters</p>	<p>Talk about what they see using a wide vocabulary.</p> <p>Continue developing positive attitudes between 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>Natural World</p> <p>Statutory ELG</p>	<p>Children will explore the natural world around them making observations and drawing pictures of animals and plants. <u>Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what been read in class.</u></p> <p><u>Understand some important processes and changes in the natural world around them including the seasons</u> and changing states matter.</p>
<p>Reception Year</p> <p>Non-Statutory Development Matters:</p>	<p>Explore the natural world around them, understanding the effect of the changing seasons.</p> <p>Describe what they see, hear and feel whilst outside.</p>
<p>3 and 4 Year Olds (Nursery Year)</p> <p>Taken from the non-statutory Development Matters</p>	<p>Talk about what they see using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment.</p>

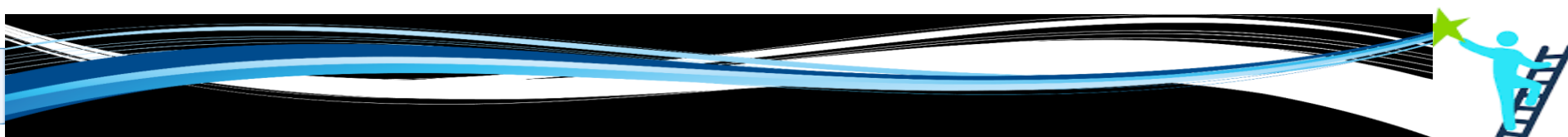


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Year 2	Areas of Study-
Locational knowledge	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name, locate and identify the capital cities of the UK and its surrounding seas Identify some characteristics of these cities e.g. landmarks.
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of greater Manchester and Mbrara in Uganda
Human and Physical Geography	<ul style="list-style-type: none"> Identify daily weather patterns in the UK Know the location of hot and cold areas of the world, the Equator and the Poles. Build on geographical vocabulary from Y1 plus cliff, coast, ocean, river, soil, valley, vegetation, village, farm, port, harbour. Identify daily weather patterns in the UK
Geographical skills and fieldwork	<ul style="list-style-type: none"> Use simple maps and aerial photographs to identify a variety of features. Use simple maps and globes to identify locational knowledge. Use a plan perspective (digimaps) to recognise landmarks and basic features. Use simple compass directions to describe maps Use simple observational skills and create simple keys on maps. Create and use simple keys on own maps.

Year 2	Areas of Study-
Locational knowledge	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. Name, locate and identify the capital cities of the UK and its surrounding seas Identify some characteristics of these cities e.g. landmarks.
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of greater Manchester and Mbrara in Uganda
Human and Physical Geography	<ul style="list-style-type: none"> Know the location of hot and cold areas of the world, the Equator and the Poles. Build on geographical vocabulary from Y1 plus cliff, coast, ocean, river, soil, valley, vegetation, village, farm, port, harbour.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Record information in a variety of ways. Use simple maps, atlases and globes to identify locational knowledge. To use plan perspective (digimaps) to recognise landmarks and basic features. Use simple compass directions to describe maps Use simple keys on maps. Create and use simple keys on own maps.



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Year 3	Areas of Study-
Locational knowledge	<ul style="list-style-type: none"> Locate the countries of Europe inc Russia and their major cities. Name and locate the counties and cities of the UK
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of greater Manchester and Paris
Human and Physical Geography	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography e.g. mountains Describe and understand key aspects of human geography e.g. types of settlements (stone age).
Geographical skills and fieldwork	<ul style="list-style-type: none"> Communicate findings in ways appropriate to the task e.g. annotating photographs and writing at length. Use and interpret maps, globes, atlases and digital mapping to locate key features and countries. Use 4 figure grid references. Use 8 points of a compass. Recognise and use some OS symbols. Make more detailed fieldwork sketches. Use fieldwork instruments.

Year 4	Areas of Study-
Locational knowledge	<ul style="list-style-type: none"> Build on European knowledge whilst focusing on environmental regions, key physical and human characteristics of the countries of Europe. Identify land-use patterns across the counties and cities of the UK. Understand how land use in the UK has changed over time.
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of greater Manchester and Campania region.
Human and Physical Geography	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography e.g. volcanoes and earthquakes. Describe and understand key aspects of human geography e.g. types of settlements and land use.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Communicate findings in appropriate ways including, charts, map overlays, and research evidence using ICT. Use and interpret maps, globes, atlases and digital mapping to describe human and physical features. Build on map skills e.g. grid references, OS symbols and scales. Build on fieldwork sketches beginning to show understanding pattern, movement and change.



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Year 5	Areas of Study-
Locational knowledge	<ul style="list-style-type: none"> Identify the position and significance of the Arctic and Antarctic circles. Identify the position and significance of the invisible lines around the world. Identify geographical regions, human and physical characteristics key topographical features, of counties of the UK (Anglo-Saxon link).
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK (Cheshire River Bollin) and North America (New Orleans/Mississippi)
Human and Physical Geography	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including, climate zones and rivers. Describe and understand key aspects of human geography e.g. trade links and economic activity.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Communicate findings in appropriate ways including pie charts and line graphs to represent data accurately. Use and interpret maps with a range of scales in class and through fieldwork. Explore features on OS maps using 6 figure grid references. Make detailed fieldwork sketches which generally show an understanding of pattern, movement and change.

Year 6	Areas of Study-
Locational knowledge	<ul style="list-style-type: none"> Locate the countries of South America focusing on environmental regions, key physical and human characteristics and major cities.
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in South America.
Human and Physical Geography	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including, vegetation belts, tectonic plates and biomes. Describe and understand key aspects of human geography including, distribution of natural resources e.g. energy, food, minerals and water.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Communicate findings in the most appropriate ways for each student, including explaining diagrams through annotation. Recognise most point, line, and area symbols on OS maps using six figure grid references. Begin to use 16 compass points to describe route, direction and location with degrees on the compass. Describe route and direction using compass points and degrees. Consistently show understanding of pattern, movement and change through detailed fieldwork sketches.