

	Geographical Skills & Fieldwork	Human & Physical Geography	Place Knowledge (comparisons)	Locational Knowledge
Pre KS2	• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic • human and physical features; devise a simple map; and use and construct basic symbols in a key • 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.	▪ 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 ▪ 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 ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	▪ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	▪ 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



SJS Learning Ladder
Geography



	Geographical Skills & Fieldwork	Human & Physical Geography	Place Knowledge (comparisons)	Locational Knowledge
NC	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	Understand geographical similarities and differences through the 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	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 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 and time zones (including day and night) Explaining why a locality has changed over time, giving examples of both physical and human features. 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), and land-use patterns; and understand how some of these aspects have changed over time 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 and time zones (including day and night)

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| <ul style="list-style-type: none"> • To know that a scale on a map helps us understand real distances. • To know that a world map is a flat version of the globe. • To know that a map can be used to help people find places and plan things like buildings, roads, and transport. • To know that maps use symbols to show different places and features. • To know that grid references help us find places on a map. • To know the four main compass points: north, south, east, and west. • To know that land can be used for different things, such as homes, farms, shops, and parks. • To know that some questions can be answered by looking at information and researching. • To know that we can collect information in different ways, such as asking people or looking at places. • To know that a questionnaire is a set of questions to find out what people think. • To know that numbers and facts can help show information. • To know that a simple sketch map can show important places and features without being exact. • To know that we can ask people about their opinions and feelings to learn more. • To know that we can show information in a bar chart, pictogram, or table. | <ul style="list-style-type: none"> • To know that water moves around the Earth in different ways. • To know that rivers have different parts and features. • To know that mountains and volcanoes are made in different ways. • To know that an earthquake is when the ground shakes. • To know that some places in the world have similar weather, plants, and animals. • To know that different parts of the world have different types of nature and wildlife. • To know that the hottest places on Earth are found between the Tropics of Cancer and Capricorn. • To know that different places in the world have different types of weather. • To know that some places in the world are hot, some are cold, and some have different seasons. • To know that the weather in a place affects what food can grow there. • To know that land is used for different things, such as farming, housing, and parks. • To know that people live in different types of places, like villages, towns, and cities. • To know that people use water in different ways. • To know that an urban place is near a town or city. • To know that a rural place is in the countryside. • To know that natural resources are things we use from nature, like water, wood, and soil. | <ul style="list-style-type: none"> • To know that living near a volcano can have dangers. • To know that living near a volcano can have some benefits. • To know that earthquakes can cause problems for people and places. • To know that people find ways to stay safe and rebuild after an earthquake. | <ul style="list-style-type: none"> • To know that North and South America are two of the continents on a world map. • To know the names of 3 countries in Europe and the Americas. • To know the names of 3 mountains in the world. • To know the names of 3 rivers around the world. • To know that earthquakes and volcanoes happen in some parts of the world more than others. • To know that different places in the world have different types of weather. • To know that some places in the world are hot, some are cold, and some have different seasons. • To know that some places in the world have similar weather, plants, and animals. • To know that different parts of the world have different types of nature and wildlife. • To know that some parts of the world have similar types of plants. • To know that places near the Equator stay warm all year, but places near the poles can be much colder. • To know that the Equator is an invisible line around the middle of the Earth, where it is usually hot. • To know that some invisible lines on maps help us measure how far places are from each other. • To know that some invisible lines on maps help us find out if a place is near the top or bottom of the Earth. • To know that some invisible lines on maps show where the hottest places on Earth are. • To know that the Earth is split into two halves, and when one half has summer, the other half has winter. • To know that the coldest parts of the world are near the North and South Pole. |
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		• To know that the rainforest is in danger from people and other changes. • To know that fair trade helps workers get fair pay and good working conditions. • To know that the UK grows some food and also buys food from other countries.		• To know that some places have longer or shorter days depending on the time of year. • To know the name of their county and 3 other counties nearby. • To know the name of their nearest city and 3 other cities in the UK. • To know the name of the county they live in and the nearest city to them. • To know that the UK is split into different regions. • To know that land is used for different things, such as farming, housing, and parks. • To know that people live in different types of places, like villages, towns, and cities.
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| <ul style="list-style-type: none"> ▪ To understand that a scale shows how much smaller a map is compared to real life. ▪ To recognise world maps as a flattened globe. ▪ To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. ▪ To know that an OS map shows human and physical features as symbols. ▪ To know that grid references help us locate a particular square on a map. ▪ To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. ▪ To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) ▪ To know an enquiry-based question has an open-ended answer found by research. ▪ To know how to use various simple sampling techniques. ▪ To know what a questionnaire and an interview are. ▪ To know that quantitative data involves numerical facts and figures and is often objective. ▪ To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. | <ul style="list-style-type: none"> ▪ To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. ▪ To know the courses and key features of a river. ▪ To know the different types of mountains and volcanoes and how they are formed. ▪ To know that an earthquake is the intense shaking of the ground. ▪ To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* ▪ To know the world's biomes.* ▪ To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. ▪ To know that climate zones are areas of the world with similar climates.* ▪ To know the world's different climate zones.* ▪ To know that climates can influence the foods able to grow ▪ To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. ▪ To know an urban place is somewhere near a town or city. ▪ To know a rural place is somewhere near the countryside. ▪ To know that a natural resource is something that people can use which comes from the natural environment. ▪ To know the threats to the rainforest both on a local and global scale. | <ul style="list-style-type: none"> ▪ To know the negative effects of living near a volcano. ▪ To know the positive effects of living near a volcano. ▪ To know the negative effects an earthquake can have on a community. ▪ To know ways in which communities respond to earthquakes. | <ul style="list-style-type: none"> ▪ To know where North and South America are on a world map. ▪ To know the names of 4 countries and major cities in Europe and North and South America. ▪ To know the names of 4 of the world's most significant mountain ranges. ▪ To know the names of 4 of the world's most significant rivers. ▪ To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. ▪ To know that climate zones are areas of the world with similar climates.* ▪ To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* ▪ To know that biomes are areas of world with similar climates, vegetation and animals.* ▪ To know the world's biomes. * ▪ To know vegetation belts are areas of the world which are home to similar plant species.* ▪ To know that countries near the Equator have less seasonal change than those near the poles. ▪ To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. ▪ To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. ▪ To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. ▪ To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. ▪ To know the Northern and Southern hemisphere are 'halves' of the Earth, above |
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	- To know a Likert scale is used to record people's feelings and attitudes. - To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.	- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. - To know the UK grows food locally and imports food from other countries		and below our Equator and have alternate seasons to each other. - To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. - To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. - To know the name of 5 counties in the UK (local to your school). - To know the name of 4 cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To begin to name the twelve geographical regions of the UK. - To know the main types of land use. - To know some types of settlement.*
Year 5	- To know that contours on a map show height and slope. - To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.* - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To know that a pie chart can represent a fraction or percentage of a whole set of data. - To know a line graph can represent variables over time. To be aware of some issues in the local area. - To know what a range of data collection methods look like. - To know how to use a range of data collection methods.	- To know vegetation belts are areas of the world that are home to similar plant species.* - To name and describe some of the world's vegetation belts. - To know why the ocean is important - To know the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know that natural resources can be used to make energy. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment.	- To know some similarities and differences between the UK and a European mountain region. - To know why tourists visit mountain regions.	- To know the name of 6 countries and major cities in Europe and North and South America. - To know the location of key physical features in countries studied. - To name and describe at least 4 of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* - To know the name of 7 counties in the UK. - To know the name of 7 cities in the UK. - To confidently name the twelve geographical regions of the UK. - To know that London and the South East regions have the largest population in the UK - To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.

Year 6

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| <ul style="list-style-type: none"> ▪ To know that contours on a map show height and slope and analyze how they help us understand the shape of the land and its impact on human activity. ▪ To know that qualitative data involves qualities, characteristics, and opinions, and evaluate how it is used to support geographical research and decision-making. ▪ To know that GIS (Geographical Information Systems) is a digital tool that creates and manages maps and analyze its role in environmental planning, disaster response, and urban development. ▪ To know that a pie chart represents fractions or percentages of a whole and apply this understanding to interpret and compare geographical data. ▪ To know that a line graph shows how variables change over time and use it to analyze patterns in geographical data such as climate trends or population growth. ▪ To know and critically evaluate some key issues affecting the local area, considering their environmental, social, and economic impact. ▪ To know a range of data collection methods, including fieldwork techniques, and explain how they help answer geographical enquiries. | <ul style="list-style-type: none"> ▪ To know that vegetation belts are areas of the world that support similar plant species and analyze how climate, soil, and human activity influence their distribution. ▪ To name, describe, and explain the characteristics of the world's major vegetation belts, considering how they support ecosystems and human life. ▪ To know why the ocean is important for climate regulation, biodiversity, trade, and human livelihoods. ▪ To know that the global population has grown significantly since the 1950s and analyze the effects of rapid population growth on resources, urbanization, and the environment. ▪ To know and evaluate the key factors considered before people build settlements, including natural resources, land use, climate, and economic opportunities. ▪ To know that migration is the movement of people from one country to another and analyze the reasons behind migration, including economic, environmental, and political factors. ▪ To know that natural resources can be used to make energy and assess the sustainability and environmental impact of different energy sources. ▪ To know and explain some positive human impacts on the environment, such as | <ul style="list-style-type: none"> ▪ To know and explain the similarities and differences between the UK and a European mountain region, considering climate, physical features, human activity, and economic impact. ▪ To know and evaluate the reasons why tourists visit mountain regions, including recreational activities, natural beauty, and cultural significance, and assess the impact of tourism on the environment and local communities. | <ul style="list-style-type: none"> ▪ To know the names, locations, and key geographical features of a 10 countries and major cities across Europe, North America, and South America, and understand their global significance. ▪ To know the locations of significant physical features in studied countries and explain how they influence human activity and settlement. ▪ To name, locate, and describe the characteristics of the world's major vegetation belts, explaining how climate and physical geography impact their distribution. ▪ To know the names, locations, and characteristics of a 10 counties in the UK and understand their historical and economic importance. ▪ To know the names, locations, and key features of 10 major UK cities, including their role in industry, trade, and cultural heritage. ▪ To confidently name, locate, and describe the twelve geographical regions of the UK, explaining their physical and human characteristics. ▪ To know that London and the South East have the largest population in the UK and explain the reasons for population distribution. ▪ To know that the Prime/Greenwich Meridian is a key line of longitude at 0° and understand its role in determining time zones worldwide. |
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	▪ To know how to select and use appropriate data collection methods effectively to gather and analyze geographical information.	conservation efforts, reforestation, and renewable energy initiatives. ▪ To know and critically evaluate some negative human impacts on the environment, including deforestation, pollution, and climate change, and explore possible solutions.		
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