

	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



Calverton v Whitby (Au Cycle B) One World (Sp Cycle B) Angry Earth (Su Cycle B)
Calverton vs London (Au Cycle A) Where in the World? (Sp Cycle A) Calverton Fieldwork (Su Cycle A)

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Year 3	- Know how to use fieldwork to record geographical information on map, questionnaires, field sketches, free hand maps, and ways to present quantitative data - know how to use fieldwork tools, including digital technologies, to record the physical and human features about a place - know how to use the contents and index pages of atlases to quickly find a location - Know correct geographical words to describe a place and the things that happen there. - Know and can identify key features of a locality by using a map. - I can begin to use 4 figure grid references. - I can recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE). - I can use some basic OS map symbols.	- know of at least two ways that London or other cities are trying to cut carbon emissions to reduce air pollution and why (health and global warming). - know how air travel affects the environment - know how there are world plans to cut emissions and investigate what the UK's plans are. - Know about and describe key aspects of physical geography including volcanoes and earthquakes. - Know about early settlements and some reasons why early people choose to settle there. (Stone Age link) - Know how volcanoes are created. - Know how earthquakes are created. - Know the structure of the earth and tectonic plates. - Know the impact of natural disasters on the world.	- know which geographical questions to ask to establish whether a place is a city, town, village, coastal or inland area. - Know the human and physical features of Calverton and Nottingham. - I can explain how the lives of people living in a warmer climate would be different from my own. - Know a world map how to locate areas of two similar environmental regions – rainforests. - Know about types of settlements in modern Britain: villages, towns, cities. - I can describe three features of a well-known city. - I can describe the three features of a village.	- I can name all seven continents of the world and find them on a globe. - know the difference between England, Great Britain and the United Kingdom - Know the name of up to six cities in the U.K. (including London, Edinburgh, Cardiff, and Nottingham) and can locate them on a map and/or atlas. - Know where Nottinghamshire and Nottingham are on a map. - Know the name of and locate the key topographical features including hills and mountains. - Know where 3 of the world's famous volcanoes are located. - Know where some of the world's biggest earthquakes happened. - Know the names and locations of the main counties, cities and Geographical regions in England. - Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - I can aware of some of the world's most famous geographical landmarks.
GD	I can work out how long it would take to get to a given destination taking account of modes of transport.	I can explain why a locality has certain physical features.	- I can explain how people's lives vary due to weather. - Know a world map how to locate three or more areas of similar environmental regions – rainforests.	- Know where four or more of the world's famous volcanoes are located. - I can locate and name some of main islands that surround the United Kingdom. Know the names and location of six hot and cold areas of the world in relation to the Equator and the North and South Poles

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Year 4	- know and use fieldwork to answer a geographical question, including ‘How is land used in Calverton/Whitby/London?’, using terms: residential, commercial, industrial and agricultural - know how to respectfully express their own views about a place with reasons. - know how to use four-figure grid references - know that atlases have different maps of the same region and explain that political maps show human borders/countries; topographical maps show landscape features, including contour lines to show elevation in relation to sea-level - Know how to use some basic symbols and a key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Know the 8 points of the compass (N, NW, W, S, SW, SE, E, NE). - Know how to carry out a survey to discover features of cities and/or villages. - I can label the same features on an aerial photograph as on a map. - I can plan a journey to a place in England.	- Know the terms preservation and conservation in relation to the aims of national parks - know how two animals are endangered and why this is—investigate the impact of human action on wildlife. - Know different views about an environmental issue and say what my view is. - know about early warning systems for earthquakes and tsunamis and the impact these disasters can have on people and places. - I can describe the main physical differences between cities and villages. - I can use appropriate symbols to represent different physical features on a map. - Know about and describe key aspects of physical geography including climate zones.	- know which natural disasters take place where. - Know the geographical similarities and differences between Calverton and London/Whitby. - Know the human and physical features of Calverton and London/Whitby. - Know why people are attracted to live in cities. - Know why people may choose to live in a village rather than a city. - Know how a locality has changed over time with reference to human features. - Know the similarities and differences between two different regions in UK rural/urban (Calverton and London).	- Know the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. - I can name and locate many of the world’s seas and oceans on globes and atlases. - know and locate at least five counties on a map of the UK, including Nottinghamshire and Lincolnshire - Know the names and locations of two counties and cities in/around Nottinghamshire. - Know the name of and locate the key topographical features of the UK including coast, hills, mountains, coasts and rivers. - Know the names of some of the UK’s rivers: Severn, Thames, Yorkshire Ouse, Wye, Derwent, Tyne, Noe, Dee and Trent (inc source and mouth) on a map - Know how to map how land use has changed in the local area over time - I can name the areas of origin of the main ethnic groups in my class/year group.
GD (Can be met through homework)	- I can name two different types of survey that can be carried out (e.g. face-to-face or online). - Know how to use 8 compass points practically (PE link)	I can name four or more animals that are endangered and why this is—investigate the impact of human action on wildlife.	- Know the name of three places where natural disasters have taken place. - Know three examples of how a locality has changed over time.	- I can name several of the main areas of Nottingham. - Know the names and locations of four counties and cities in/around Nottinghamshire.

Where We Live / Bespoke topic: Nottingham vs Paris (Au) Rivers and Mountains (Sp) Nottingham City Fieldwork (Su)				
	Geographical Skills & Fieldwork	Human & Physical Geography	Place Knowledge	Locational Knowledge
Year 5	- know how to draw conclusions from statistics collected through fieldwork and map work about a place know ways to present statistics such as a range of charts and graphs - know and use a greater range of maps including those showing climate zones and those showing population density - I can collect information about a place and use it in a report. - I can map basic land use. - I can find possible answers to my own geographical questions. - I can make detailed sketches and plans; improving my accuracy later.	- Know about and describe key aspects of physical geography including biomes and vegetation belts. - know the stages of the water cycle - Know the key features and climate of Mount Everest and the Alps. - Know three reasons why many cities of the world are situated by rivers. - Know and be able to name three European rivers and locate on a map/globe. - know the name of five of the world's mountain ranges, - Himalayas , Alps, Andes, Rockies and the Atlas Mountains and locate three of them on a globe - know that while humans affect the environment, natural changes also occur and relate to the extinction of dinosaurs and ice ages	- Know three geographical similarities and differences of Nottingham and Paris, France. - Know how Paris/Nottingham fits into its wider geographical location; with reference to human and economical features. - Know what a place might be like in the future, taking account of issues impacting on human features. - Know three ways that the river Seine (Paris) compares with the river Trent.	- Know and locate and name the capital cities of three neighbouring European countries e.g. Paris, Berlin. - I am aware of different weather in different parts of the world, especially in Europe. - Know the name and locate several countries in Europe - France, Germany, Spain, Italy. Belgium, Netherlands, Portugal, Denmark inc Russia. - Know the position of latitude, longitude, Equator, Northern and Southern Hemispheres - Know a world map how to locate areas of similar environmental regions, either desert, rainforest or temperate regions. - Know the name of and locate the key topographical features, including rivers and mountains. - Know where climate change has made the most impact. - Know and locate 3 of the world's major rivers on maps or atlases.
GD (Can be met through homework)	I can suggest two ways to find possible answers to my own geographical questions.	- know the name of five of the world's mountain ranges, - Himalayas , Alps, Andes, Rockies and the Atlas Mountains and locate them all on a globe - Know more than three reasons why many cities of the world are situated by rivers.	Know three or more geographical similarities and differences of Nottingham and Paris, France.	- Know and locate and name the capital cities of three or more neighbouring European countries e.g. Paris, Berlin. - Know three places where climate change has made the most impact.

Where We Live / Bespoke topic UK vs South America (Au); Where in the World? (Sp); Global Trade (Su)				
	Geographical Skills & Fieldwork	Human & Physical Geography	Place Knowledge	Locational Knowledge
Year 6	- know effective ways to present data from fieldwork and map work to support/challenge a geographical idea - know how to present statistics about a place, including the use of digital technologies know the geographical significance of longitude including day and night and time zones - know how to use six-figure grid references. - Work with maps of different scales understanding what map scale factors are showing - I can use OS maps to answer questions. - I can use maps, aerial photos, plans and web resources to describe what a locality might be like.	- Know what imports and exports are. - Know why the UK imports food. - Know what the UK exports and state two countries where these exports go. - Know how to define trade. - Know how to define global trade. - know what/why goods are imported to the UK and exported from the UK including energy, food, minerals and water. - Know what fair trade is. - Know what a highest- value export is. - Know how a countries physical and human geography determines its highest-value export. - Know how physical changes have affected Earth since 1800 know what physical changes to the Earth are predicted to happen by 2050 and why - know how human activity has harmed the Earth - know pros and cons of two renewable energy sources - know that burning fossil fuels produces carbon dioxide and this causes global warming	- Know three geographical similarities and differences between UK and an area of South/ North America. - Know the human and physical features of UK and an area of South/ North America. - know ways that life has changed in North and South America and the importance of sustaining the Rainforest	- know where the world's climate zones are and relate to lines of latitude. - I can locate and name the main countries in South and North (inc Central) America on a world map and/or atlas. - Know the names of two countries that we import from and export to. - Know the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) - Know how to locate on a world map the main countries in Africa, Asia and Australasia/Oceania. - Know how land use patterns in the UK have changed over time. - know that all products have a supply chain and investigate the supply chain of cotton clothing's source in Peru to sale in shops in Europe and the USA. - know what some of the wonders of the Americas are. - I can identify and name the Arctic and Antarctic circles.
GD (Can be met through homework)	- I can define geographical questions to guide my research. - I can use a range of self selected resources to answer questions.	- I understand what the term sustainable development means. - Know what the UK exports and state three or more countries where these exports go. - know pros and cons of three or more renewable energy sources.	Know four or more geographical similarities and differences between UK and an area of South/ North America.	- Know the how to solve questions linking to time zones (including day and night) - Know two examples of supply chain.

