

Hendal Primary School Curriculum Progression Ladder - Geography

Geography Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<p>Can they say what they like about their locality? <i>Au1 - Newmiller Dam Walk</i></p> <p>Can they sort things they like and don't like? <i>Su2 - What they like and dislike about the seaside.</i></p> <p>Can they answer some questions using different resources, such as books, the internet and atlases? <i>Su2 – Locate oceans</i></p> <p>Can they think of a few relevant questions to ask about a locality? <i>Au2 - Tree planting</i></p> <p>Can they answer questions about the weather? <i>Au1 - Discuss the</i></p>	<p>Can they label a diagram or photograph using some geographical words? <i>Sp2 – label an African safari.</i></p> <p>Can they find out about a locality by using different sources of evidence? <i>Sp2 - Compare Africa to the UK.</i></p> <p>Can they find out about a locality by asking some relevant questions to someone else? <i>Sp2 - Compare Africa to the UK.</i></p> <p>Can they say what they like and don't like about their locality and another locality like the seaside? <i>Su2 – Discuss what they like and dislike about an area.</i></p>	<p>Do they use correct geographical words to describe a place and the events that happen there? <i>Au2 - Locate countries where cocoa trees grow.</i></p> <p>Can they identify key features of a locality by using a map? <i>Su 2 - Identify the key features of a Caribbean island on a map.</i></p> <p>Can they begin to use 4 figure grid references?</p> <p>Can they accurately plot NSEW on a map? <i>Au2 - Label NESW on a map.</i></p> <p>Can they use some basic OS map symbols?</p> <p>Can they make accurate measurement of distances within 100Km? <i>Sp2 - Find the travel</i></p>	<p>Can they carry out a survey to discover features of cities and villages? <i>Su1 – Why are people attracted to live in cities, towns or villages?</i></p> <p>Can they find the same place on a globe and in an atlas? <i>Su1 – Plan a trip to Scarborough using atlases and a globe to decide means of travel.</i></p> <p>Can they label the same features on an aerial photograph as on a map? <i>Su2 – identify the features (mountains, deserts, rivers) on a map of India and on an aerial map.</i></p> <p>Can they plan a journey to a place in England? <i>Su1 – Plan a trip to</i></p>	<p>Can they collect information about a place and use it in a report? <i>Au 2 - Battle of Bosworth news report.</i></p> <p>Can they map land use? <i>Su2 – Deforestation uses of the land now and then.</i></p> <p>Can they find possible answers to their own geographical questions? <i>Su2 – P4C what would happen if the rain forest disappeared?</i></p> <p>Can they make detailed sketches and plans; improving their accuracy later?</p> <p>Can they plan a journey to a place</p>	<p>Can they confidently explain scale and use maps with a range of scales? <i>Su1 - Increase and decrease the size of a map of Egypt.</i></p> <p>Can they choose the best way to collect information needed and decide the most appropriate units of measure? <i>Su1 - Collect data of weather over a period of time.</i></p> <p>Can they make careful measurements and use the data? <i>Su1 - Collect data of weather over a period of time and represent the data in a graph.</i></p> <p>Can they use OS maps to answer questions? <i>Su1 - Answer</i></p>

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	<p>seasons and sing songs</p> <p>Can they keep a weather chart?</p> <p>Au1 – Su2 - Daily weather discussions</p>		<p>difference between Italian cities.</p>	<p>Scarborough using atlases and a globe to decide means of travel.</p> <p>Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</p> <p>Su2 - Measure and collect weather information in India over a period of time and record on a chart.</p>	<p>in another part of the world, taking account of distance and time?</p> <p>Su2 – Plan a journey from UK to Brazil.</p>	<p>questions on map of Egypt.</p> <p>Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p>Sp1 – Use google earth to look at Antarctica and Arctic.</p>
Greater Depth	<p>Can they answer questions using a weather chart?</p> <p>Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p>	<p>Can they make inferences by looking at a weather chart?</p> <p>Can they make plausible predictions about what the weather may be like in different parts of the world?</p>	<p>Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p>	<p>Can they give accurate measurements between 2 given places within the UK?</p> <p>Su1 – Plan a trip to Scarborough</p>	<p>Can they work out an accurate itinerary detailing a journey to another part of the world</p>	<p>Can they define geographical questions to guide their research?</p> <p>Can they use a range of self selected resources to answer questions?</p>

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Physical Geography	<p>Can they tell someone their address? <i>Sp2 – Write a letter to a duck</i></p> <p>Can they explain the main features of a hot and cold place? <i>Sp1 - Compare features in China compared to England</i></p> <p>Can they describe a locality using words and pictures? <i>Au1 - Discuss Newmiller Dam</i></p> <p>Can they explain how the weather changes with each season? <i>Au1 – Su2 – Learn the seasons and sing songs</i></p> <p>Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’,</p>	<p>Can they describe some physical features of their own locality? <i>Su2 – Discuss what they like and dislike about an area.</i></p> <p>Can they explain what makes a locality special? <i>Sp1 – Discus places in Wakefield.</i></p> <p>Can they describe some places which are not near the school? <i>Au1 – Describe London.</i></p> <p>Can they describe a place outside Europe using geographical words? <i>Su2 – Describe the Amazon, Antarctica and Death Valley.</i></p> <p>Can they describe some of the features associated with an island?</p>	<p>Can they use maps and atlases appropriately by using contents and indexes? <i>Su2 - Use an atlas to find Caribbean islands.</i></p> <p>Can they confidently describe physical features in a locality? <i>Su2 - Describe the physical features of a Caribbean island.</i></p> <p>Can they locate the Mediterranean and explain why it is a popular holiday destination? <i>Sp2 – Locate the Mediterranean and explain why people would choose this as a holiday destination.</i></p>	<p>Can they describe the main features of a well-known city? <i>Su1 - Compare the features of Scarborough (town) to the features of Wakefield (city) and a small village.</i></p> <p>Can they describe the main features of a village? <i>Su1 - Compare the features of Scarborough (town) to the features of Wakefield (city) and a small village in Wakefield.</i></p> <p>Can they describe the main physical differences between cities and villages? <i>Su1 - Compare the features of Scarborough (town) to the features of Wakefield (city) and a small village in Wakefield.</i></p>	<p>Can they explain why many cities of the world are situated by rivers? Can they explain how a location fits into its wider geographical location; with reference to physical features? <i>Su2 – identify and label the Amazon and Brazil on a map.</i></p> <p>Can they explain how the water cycle works? <i>Su2 - Water cycle of the rainforest.</i></p> <p>Can they explain why water is such a valuable commodity? <i>Su2 - Deforestation and the changes to the environment.</i></p>	<p>Can they give extended descriptions of the physical features of different places around the world? <i>Sp1 - Writing a comparison of the Arctic and Antarctic</i></p> <p>Can they describe how some places are similar and others are different in relation to their human features? <i>Sp1 - Writing a comparison of the Arctic and Antarctic</i></p> <p>Can they accurately use a 4 figure grid reference? <i>Su1 – Answer questions on Grid references on Ancient Greece.</i></p> <p>Can they create sketch maps when carrying out a field study?</p>

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	<p>'house'?</p> <p>Sp2 – Discuss the key features of a place with relation to a farm</p>	<p>Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</p> <p>Su2 – Describe the Amazon, Antarctica and Death Valley.</p>		<p>Can they use appropriate symbols to represent different physical features on a map?</p> <p>Su2 – Use symbols to present features on their own map of India.</p> <p>Can they describe how volcanoes are created?</p> <p>Au2 – Mount Vesuvius.</p> <p>Can they describe how earthquakes are created?</p> <p>Au2 – understand that an earthquake caused the Mount Vesuvius eruption.</p> <p>Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, and NE)?</p> <p>Au2 – Locate New Zealand White Island eruption on the map and label the 8 points.</p>		
Greater Depth	Can they name key features associated with a town or village, e.g. 'factory',	Can they find the longest and shortest route using a map?	Can they explain why a locality has certain physical features?	Can they explain how a locality has changed over time with	Can they explain what a place (open to environmental and physical	Can they plan a journey to another part of the world

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	<p>'detached house', 'semi-detached house', 'terrace house'?</p>	<p>Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>		<p>reference to physical features? Su1 – Coastal erosion</p>	<p>change) might be like in the future taking account of physical features?</p>	<p>which takes account of time zones? Do they understand the term sustainable development? Can they use it in different contexts?</p>
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Human Geography	<p>Can they begin to explain why they would wear different clothes at different times of the year? Au1 to Su2 – What did you wear to school today?</p> <p>Can they tell something about the people who live in hot and cold places? Sp1 - Compare China to England.</p> <p>Can they explain what they might wear if they lived in a very hot or a very cold place? Sp1 – What would people where in China? Su2 – What would people wear in Antarctica?</p>	<p>Can they describe some human features of their own locality, such as the jobs people do? Sp1 – Ambulance service, police service and artist talk about jobs in the area.</p> <p>Can they explain how the jobs people do may be different in different parts of the world? Sp2 – Explain how jobs are different in Africa to jobs in England. Su2 – Discuss how jobs are different in the Amazon and Antarctica.</p> <p>Do they think that people ever spoil the area? How? Su1 – Go to RENIWI and look at recycling and the habitats in the area.</p>	<p>Can they confidently describe human features in a locality? Su2 - Describe the human features of a Caribbean island.</p> <p>Can they explain why a locality has certain human features? Su2 - Why do they have so many fishing ports in the Caribbean?</p> <p>Can they explain why a place is like it is? Su2 - Why do they have so many fishing ports in the Caribbean?</p> <p>Can they explain how the lives of people living in the Mediterranean would be different from their own? Sp2 – explain how the lives of people in England are different to the lives of people in Italy.</p>	<p>Can they explain why people are attracted to live in cities? Su1 – explain why people would choose to live in a city (Wakefield).</p> <p>Can they explain why people may choose to live in a village rather than a city? Su1 – Explain why people would choose to live in a small village rather than a city.</p> <p>Can they explain how a locality has changed over time with reference to human features? Su1- Explain how Scarborough is a busy tourist town.</p> <p>Can they find different views about an environmental issue? What is their view?</p>	<p>Can they explain why people are attracted to live by rivers? Su2 – The importance of the amazon river.</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Su2 – Deforestation and the impact on humans.</p> <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features? Sp1 – Armley Mills</p>	<p>Can they give an extended description of the human features of different places around the world? Sp1 - Writing a comparison of the Arctic and Antarctic.</p> <p>Can they map land use with their own criteria? Su2 - Settlements in Egypt.</p> <p>Can they describe how some places are similar and others are different in relation to their physical features? Sp1 - Writing a comparison of the Arctic and Antarctic.</p>

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		<p>Do they think that people try to make the area better? How? Su1 – Go to RENIWI and look at recycling and the habitats in the area.</p> <p>Can they explain what facilities a town or village might need? Sp2 – Compare an African village to a town.</p>		<p>Su1 - Science – Water pollution investigation.</p> <p>Can they suggest different ways that a locality could be changed and improved? Su1 - Science – Water pollution investigation.</p> <p>Can they describe how volcanoes have an impact on people’s lives? Au2 – How did the New Zealand eruption affect people’s lives?</p>	<p>powered by the rivers. Su2 – P4C what would happen if the rain forest disappeared?</p>	
Greater Depth	<p>Can they name different jobs that people living in their area might do?</p>	<p>Can they explain how the weather affects different people?</p>	<p>Can they explain how people’s lives vary due to weather?</p>	<p>Can they explain how people are trying to manage their environment? Su1 – Science investigation on water pollution. Links to Eco council</p>	<p>Can they report on ways in which humans have both improved and damaged the environment?</p>	<p>Can they explain how human activity has caused an environment to change? Can they analyse population data on two settlements and report on findings and questions raised?</p>

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Geographical Knowledge	<p>Can they identify the four countries making up the United Kingdom? Su 2 - Locate countries on a world map.</p> <p>Can they name some of the main towns and cities in the United Kingdom? Sp2 - Journey from England to China locating places they stop at on a map.</p> <p>Can they point out where the equator, north pole and south pole are on a globe or atlas? Su2 - locate on a map.</p>	<p>Can they name the continents of the world and find them in an atlas? Sp2 – Locate continents and oceans on a map and in an atlas.</p> <p>Can they name the world’s oceans and find them in an atlas? Sp2 – Locate continents and oceans on a map and in an atlas.</p> <p>Can they name the major cities of England, Wales, Scotland and Ireland? Au2 – Name the countries and capital cities around the UK on a map using an atlas.</p> <p>Can they find where they live on a map of the UK?</p>	<p>Can they name a number of countries in the Northern Hemisphere? Sp2 – label a map of Europe with countries and capital cities.</p> <p>Can they name and locate some well-known European countries? Sp2 – label a map of Europe with countries and capital cities.</p> <p>Can they name and locate the capital cities of neighbouring European countries? Sp2 – label a map of Europe with countries and capital cities.</p> <p>Are they aware of different weather in different parts of the world, especially Europe? Su2 - Compare the</p>	<p>Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the difference between the British Isles, Great Britain and UK? Sp1 – Starter activity on the differences between to lead onto locating UK countries.</p> <p>Do they know the countries that make up the European Union? Sp1 – Starter activity to name the countries that make up the European union.</p> <p>Can they name up to six cities in the UK and locate them on a map? Sp1 - Locate 6 settlements in the UK.</p>	<p>Can they name and locate many of the world’s major rivers on maps? Sp1 – identify the River Aire for the importance for Armley Mills.</p> <p>Can they name and locate many of the world’s most famous mountain regions on maps? Su1 -</p> <p>Can they locate the USA and Canada on a world map and atlas? Su1 -</p> <p>Can they locate and name the main countries in South America on a world map and atlas? Su2 – identify and label the Amazon and Brazil on a map.</p>	<p>Can they recognise key symbols used on ordnance survey maps? Su1 - Identify symbols on a map of Ancient Egypt.</p> <p>Can they name the largest desert in the world? Name the deserts in Egypt.</p> <p>Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? Sp1 – label latitude and longitude and the Tropics on a map.</p> <p>Can they explain how the time zones work? Sp1 - Answer questions on time zones of the world.</p>

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		Sp1 – locate Wakefield and Hepworth on a map.	weather in the Caribbean to UK.	Can they locate and name some of the main islands that surround the UK? Sp1 – Locate the islands past by the Vikings on their travel to the UK. Can they name the areas of origin of the main ethnic groups in the UK & in their school? Su2 – RE – Discussions around different groups of people living in the UK and who we may interact with. Can they locate and name some of the world’s most famous volcanoes? Au2 – Locate the ring of fire and discuss the most famous volcanoes around the world.		
Greater Depth	Can they name a few towns in the south and north of the UK?	Can they locate some of the world’s major rivers and mountain ranges? Can they point out the North, South, East and West associated with maps and compass?	Can they name the two largest seas around Europe?	Can they name the counties that make up the home counties of London? Can they name some of the main towns and cities in Yorkshire and Lancashire?	Can they begin to recognise the climate of a given country according to its location on the map?	Can they name and locate the main canals that link different continents? Can they name the main lines of latitude and meridian of longitude?

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