



Skills Ladder - Geography

	EYFS	Puffin - Year 1/2		Swift Year 3/4		Eagle Year 5/6		
Geographical Skills	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	Follow directions including N, S, E, W.		Use eight compass points to follow or give directions.		Use eight point compass points confidently and accurately.		
		Have experience of maps and attempts to make own, real or imaginary.	Draw a map of a real or imaginary place. e.g. add detail to a sketch map from aerial photo.	Use letters of number coordinates to locate features on a map.	Use letters or number coordinates to locate features on a map confidently.	Begin to use four figure coordinates to locate features on a map.	Begin to use six figure coordinates to locate features on a map.	
		Use own symbols on imaginary map.	Use an infant atlas and globe to locate a place.	Use large scale OS maps.	Begin to recognise symbols on an OS map.	Recognise and use OS map symbols.	Recognise and use OS map symbols and describe features shown on an OS map.	
		Use a plan view.	Use large scale maps.	Use atlases to find out about other features of places. e.g. mountains.	Use large and medium scale OS maps.	Use medium scale land range OS maps.	Draw and use maps and plan in a range of scales.	
		Use an infant atlas to locate places.		Use books, stories, maps, pictures, photos and internet as sources of information.	Use atlases to find out about other features of places e.g. mountains, weather patterns.	Use atlases and globes to find out about other features of places e.g. mountains, weather patterns.		
		Use books, stories, maps, pictures, photos and internet as sources of information.		Follow a route on larger scale maps.	Use books, stories, maps, pictures, photos and internet as sources of information.	Begin to use primary and secondary sources of information for evidence.	Use primary and secondary sources of information for evidence.	
		Follow a route on a map using directional language such as near/far, left/right.	Follow a route on a map using directional language such as near/far, left/right and understand how to use a key.	Begin to use maps on sites on internet.	Follow a route on larger scale maps.	Start to follow a short route on an OS map.	Follow a short route on an OS map independently.	
		Have experience of aerial photographs and try to identify known places with support.	Have experience of aerial photographs and try to identify known places.	Have experience of aerial photographs and identify known places.	Use maps sites on internet.	Use maps sites on internet.		
					Use satellite images and aerial photographs to extend learning within topic.	Continue to use satellite images and aerial photographs to extend learning within topic.	Create maps using aerial photographs and satellite images.	
		Field Work	<p>Investigate their surroundings.</p> <p>Make observations about where things are e.g. around school and local area.</p> <p>Express their own views about places and the local area.</p> <p>Draw simple features they observe in the local area.</p> <p>Use a camera in the field, with help, to record what they have seen and label.</p>	Investigate their surroundings.	Begin to collect and record evidence with support.	Begin to collect and record evidence.	Collect and record evidence.	Collect and record evidence unaided.
Make observations about where things are e.g. around school and local area.	Use simple fieldwork and observational skills to study school and grounds.			Analyse evidence and draw conclusions. e.g. make comparisons with two locations using photos, pictures, temperatures and location.	Analyse evidence and draw conclusions. eg. make comparisons between locations, photos, pictures, maps.	Analyse evidence and draw conclusions. e.g. Compare historical maps of varying scales, temperature of various locations, influence on people's everyday life.	Analyse evidence and draw conclusions. e.g. Field work, data on loans use, comparing land use data, look at patterns and explain reasons behind it.	
				Draw a sketch of a simple feature from an observation or photo.	Begin to use a variety of sources of evidence to express views about the school.	Use a variety of sources of evidence to express views about the local area.	Draw a sketch of key features of topic studied with increasing accuracy.	
Express their own views about places and the local area.	Investigate similarities and differences into local habitats.			Make a map fo a short route experienced with features in correct order.	Begin to use recordings for their investigation.	Use sketches as evidence in an investigation in the local area.	Select and use a range of measuring instruments and investigations.	Begin to use recordings for their investigation.
					Draw simple features they observe in the local area.	Gather data about specific habitats.	Start to draw plan views.	
Use a camera in the field, with help, to record what they have seen and label.	Join labels to correct features on plans, maps and photographs.				Continue to draw plan views.	Draw a variety of thematic maps based on their own data.	Begin to draw plans of increasing complexity.	

	Experience simple scale drawings of the local area.	Try to make a simple scale drawing.			Make a map of a short route experienced with features in correct order.	
	Experience simple plan views.				Use a database to interrogate and amend data collected.	
					Draw a plan view with some accuracy.	
Place Knowledge	Identify and describe where places are in the UK.	Identify and describe where places are around the world.	Study of human and physical geography of a region in North America.	Study of human and physical geography of a region in South America.	Study of human and physical geography of a region of the UK.	Study of human and physical geography of a region in a European country.
	Make simple comparisons between features of different places.	Make simple comparisons between features of different places.	Begin to identify significant places and environments.		Identify significant places and environments.	Confidently identify significant places and environments.
		Recognise how places are linked to other places in the world.	Identify and describe where places are around the world.	Identify and describe where places are around the world.	Identify and describe where places are around the world.	
		Compare and contrast a small area of the UK with a small area in a non-European country.	Compare and contrast areas within North America.		Compare and contrast areas within the UK.	Compare and contrast areas within other European countries (Not UK).
	Learn names of countries within the United Kingdom.	Name and locate the world's seven continents and five oceans.	Name and locate states and main cities of North America concentrating on environmental regions, key physical and human characteristics, cities and major cities.	Name and locate states of main cities of South America concentrating on environmental regions, key physical and human characteristics, countries and major cities.	Use maps to name and locate countries and cities of UK.	Use maps to name and locate countries and cities of Europe.
	Learn names of cities and surrounding seas in the UK.					
Begin to spatially match places eg. recognise UK on a small scale and larger scale map.	Begin to match boundaries (e.g. find same boundary of a country on different scale maps) around the world.			Identify key human and physical characteristics of the UK and how they have changed over time.		
Locate and name on UK map major features e.g. London, River Thames, home location, seas.				Identify land use patterns of the UK.		
				Discuss and identify time zones across the world.		
			Locate and identify key human and physical characteristics of the UK.			
			Identify key topographical features of the UK (e.g. hills, mountains, coasts and rivers)			
			Identify land use of the UK and how these maps have changed over time.			
	Use geographical vocabulary including: beach, cliff, coast, sea etc for physical features.	Use geographical vocabulary including: forest, vegetation, ocean, weather etc for physical features.	Use appropriate geographical vocabulary related to the topic.		Use appropriate geographical vocabulary related to the topic.	
	Use geographical vocabulary including: city, town, port, factory, farm etc for human features.					
	Recognise human and physical features in the local area.	Recognise human and physical features of non-European countries studied.	Locate the key human and physical characteristics of North America.	Recognise how and why people may seek to manage	Recognise and describe key rivers and around the world.	

Human and Physical Geography	Recognise how places have become the way they are and how they continue to change.	Identify hot and cold areas of the world in relation to the equator and the North and South poles.	environments sustainably.	Understand the water cycle.	Investigate how decisions about places and environments affect the future quality of people's lives.	
	Identify and describe what places are like.		Identify and learn about volcanoes and earthquakes.		Recognise and describe biomes and vegetation belts around the world.	Recognise and describe biomes and vegetation belts around the world.
	Identify seasonal and daily weather patterns in the UK.			Learn about distribution of natural resources including energy.	Learn about settlements and environmental impact.	Learn about distribution of natural resources including energy.
				Recognise how people can improve an environment or destroy it.		Learn about trade links between countries.