

St Thomas More School Geography Progression Ladder

Highlight Skills Ladders below to show coverage:

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
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Understanding of the World						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	<p>Begin to make sense of their own life story and family's history</p> <p>Show interest in different occupations</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</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>Explore and talk about different forces they can feel.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycles.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Show interest in different occupations.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Talk about what they see, using a wide vocabulary.</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>Understand the key features of the life cycle of a plant and an animal.</p>
Reception	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Recognise some similarities and</p>	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>

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		Recognise that people have different beliefs and celebrate special times in different ways.			differences between life in this country and life in other countries.	
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Geography Progression	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
KS1 Emerging	Beginning to name and locate the world's seven continents and five oceans.	Beginning to compare a local city/town in the UK with a contrasting city/town in a different country. Beginning to use some key vocabulary: London, capital city, China, Asia, country, similarities, differences, Africa, river, desert, volcano.	With some support can identify seasonal and daily weather patterns: in the United Kingdom. Beginning to 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. Beginning to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Beginning to use world maps. With support can use atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map. With support devise a simple map; construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features. Use some basic key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.
KS1 Expected	Can 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.	Can compare the UK with a contrasting country in the world. Can compare a local city/town in the UK with a contrasting city/town in a different country. Uses key vocabulary to demonstrate knowledge and understanding in this	Able to 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; Uses basic geographical vocabulary to refer to key physical features, including: beach, cliff,	Can use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map.

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	Use some key vocabulary to demonstrate knowledge and understanding in this strand United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Uses basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Able to devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods. Use most key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical
KS1 Exceeding	Confidently 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. They use all of the key vocabulary to demonstrate knowledge and understanding in this strand in their written and oral work.	Confidently compares the UK with a contrasting country in the world. Able to compare a local city/town in the UK with a contrasting city/town in a different country. Explains differences and similarities using geographical vocabulary. They use all of the key vocabulary to demonstrate knowledge and understanding in this strand in their written and oral work. South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	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; Confidently uses geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and gives several examples to demonstrate understanding. Confidently uses all the basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Confidently and independently use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use compass directions and locational and directional to describe the location of features and routes on a map. Devise a map; construct symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods. Confidently use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical

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Geography Progression	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Lower KS2 Emerging</p>	<p>Beginning to locate the world's countries, using maps to focus on South America. Beginning to name and locate some counties and major cities of the United Kingdom. Can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: country, town, coast, mountain, hill, river, sea, climate, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle.</p>	<p>Beginning to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; Beginning to explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; Beginning to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; Beginning to explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, city, landscape, population, land use.</p>	<p>Begin to describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, earthquakes and the water cycle; Begin to describe and understand key aspects of human geography, including: types of settlement and land use; Use key vocabulary to demonstrate knowledge and understanding in this strand: magma, volcano, active, earthquake, epicentre, tsunami, tornado, climate, water cycle, evaporation, pollution, shelter, food.</p>	<p>Begin to use maps and atlases to locate countries and describe some features studied; Start to use symbols and keys to build their knowledge of the United Kingdom. Beginning to present the human and physical features in the local area using sketch maps. Uses key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, symbol, land use, population, coordinates.</p>
<p>Lower KS2 Expected</p>	<p>Can locate the world's countries, using maps to focus on South America, concentrating on some environmental regions and key physical characteristics. Can name and locate some counties and the cities of the United Kingdom, identifying human and physical characteristics of rivers and seas, and beginning to explain and describe how a place has changed. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>	<p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; Exploring similarities and differences, comparing the human geography of a region of the UK and a region of South America; Understand some geographical similarities and differences through the study of physical geography of a region of the United Kingdom; Explore some similarities and differences</p>	<p>Describe and understand key aspects of physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; Describe and understand key aspects of human geography, including: types of settlement and land use; Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, tsunami, tornado, climate, tropics, evaporation, water cycle, pollution, settlement, settler, site, need, shelter, food.</p>	<p>Can use maps, atlases, globes and beginning to use digital/computer mapping to locate countries and describe features studied; Can use some symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Can use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and some digital technologies. Uses key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view,</p>

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	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>comparing the physical geography of a region of the UK and a region of South America. Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, city, physical features, human features, landscape, population, land use, retail, leisure.</p>		<p>, landmark, , key, symbol, land use, population, coordinates.</p>
<p>Lower KS2 Exceeding</p>	<p>Can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical characteristics. Can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. 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. Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; Can explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; Understands geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; Describe and understand key aspects of human geography, including: types of settlement and land use; Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Can use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Can use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Uses key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>

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Geography Progression	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Upper KS2 Emerging</p>	<p>With support, use maps to locate the world's countries with a focus on South America, Europe, the Antarctic and Arctic regions, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Name and locate some counties and cities of the United Kingdom, beginning to identify their physical features, including mountains, and rivers.</p> <p>Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>They begin to use some key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, continent, country, city, North America, South America, border, key.</p>	<p>Begin to identify some of the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of Europe and South America or the Antarctic and Arctic.</p> <p>Begin to use key vocabulary such as latitude, climate, physical and human geography.</p>	<p>Begin to describe some key aspects of physical geography, such as: climate zones, biomes and vegetation belts mountains and the water cycle;</p> <p>Begin to describe some key aspects of human geography, such as : types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</p> <p>Begin to use some key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, electricity, renewable, non-renewable, solar power, wind power, carbon footprint,</p>	<p>With support, use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p> <p>With support, use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world;</p> <p>Use fieldwork to begin to observe, measure, record and present human features using different methods, including sketch maps,</p> <p>Begin to use key vocabulary in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
<p>Upper KS2 Expected</p>	<p>Use maps to locate the world's countries with a focus on South America, Europe, the Antarctic and Arctic regions, concentrating on their environmental regions, key physical</p>	<p>Describe and understand some of the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of Europe and South</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts mountains and the water cycle;</p> <p>Describe and understand key aspects of</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p> <p>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</p>

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	<p>and human characteristics, countries, and major cities;</p> <p>Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>They use some key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>	<p>America or the Antarctic and Arctic</p> <p>Use some key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>	<p>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;</p> <p>Use some key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>	<p>United Kingdom and the wider world;</p> <p>Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</p> <p>Use some key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
<p>Upper KS2 Exceeding</p>	<p>Children can understand and explain the concept of tourism and its impact.</p> <p>Children show understanding of how key physical and human geographical features of the world are independent and how they bring about spatial variation and change over time.</p> <p>They use all of the key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>	<p>Through independent research and asking and answering questions, children show deeper knowledge and understanding of the places studied, people, resources, natural and human environments. They can make detailed comparisons and links to the places outside of the UK and where they live.</p> <p>They use all of the key vocabulary in their written and oral work.</p>	<p>Children show deeper understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They can describe the impact humans have on the world, including trade links and the distribution of resources.</p> <p>They can explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>Children confidently build on their map skills by communicating locations through grid references and coordinates.</p> <p>They can explain what makes a good map symbol and why.</p> <p>They show confidence in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>

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			They use all of the key vocabulary to demonstrate knowledge and understanding in this strand.	
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