

Wirksworth Junior School. Geography — Skills ladder



National curriculum (coverage **y3/4** and **y5/6** or **both**) Highlighted in purple are the key performance indicators

By the end of key stage 2 pupils should be taught:

Locational knowledge

- 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
- 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)

Place knowledge

- 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 Human and physical geography

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

Geographical skills and fieldwork

- 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
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Breadth of study	Yr.3/4 Year A	Yr.3/4 Year B	Yr.5/6 Year A	Yr.5/6 Year B
Big Question	How have natural disasters led to change?	How can small actions lead to change?	How might we live in the future?	Do we always appreciate what we have got?
General Topic coverage	Mighty Earth - UK, Iceland and Italy. Volcanoes and earthquakes. Land settlements	Mountains and rivers. Where we live, Major city comparisons Derby and Freiburg Water cycle	Climate Change & Global Warming Endangered planet - Brazilian rainforest, Antarctica,	Trade and tourism in the USA.

Locational Knowledge	I can locate major cities in the UK and Europe. (History – the local area) I can identify, locate and describe similarities and differences between volcanic/earthquake regions and those that do not. (History skills - the Romans/ Greeks) I can use maps to locate countries of Europe (including Russia), focusing on their key physical and human characteristics. (History- where the romans and Greeks come from)	I can name and locate geographical regions of the UK, including the key human, physical and topographical features (hills, mountains, coasts and rivers). (Science)	I can identify the position and significance of the Equator, the tropics of Cancer and Capricorn and the Northern and Southern hemispheres. (Maths – coordinates, geometry, RE) I can identify the position and significance of latitude and longitude and the position of the Arctic and Antarctic Circle. (Maths) I can identify the position and significance of the Prime/Greenwich Meridian and time zones, including day and night. (Maths)	I can build on prior knowledge and identify major cities, trading and environmental regions within North and South America. I can describe the different biomes and vegetation belts in North and South America and explain similarities and differences between them. (Science, Forest Schools)
Place knowledge	I can explain which are physical and which are human characteristics and why. (PSHE) I can identify, understand and explain geographical similarities and differences between volcanic and mountainous regions. (Science and history)	I can compare a region of the UK with a region of Europe, including their types of settlement and land use over time (Derby and Freiburg).	I can understand and explain similarities and differences between geographical regions with different climate zones: Brazilian Rainforest, Antarctica and the Sahara Desert - natural resources, including energy, food, minerals and water. (science)	I can understand and explain geographical similarities and differences between a region in North and South America – economic activity, including trade links; biomes and vegetation belts. (Writing, PSHE and maths)
Human Geography		I can locate key human characteristics, relating these features to the locality, e.g. population sizes near tourist landmarks/rivers, transport links to mountains. (History)	I can develop informed opinions about an environmental issue related to the world and develop reasoned arguments about our role on the planet. (Speaking and listening, PSHE, forest Schools)	I can reach reasoned and informed solutions and discuss the consequences for the future, with regard to trade, the environment and humanity. (Speaking and listening, PSHE, Forest Schools) I can reflect on the importance and value of the tourism industry in North

		I can explain the terms settlement and land use. <i>(History)</i> I can describe similarities and differences in settlement and land use within a region in the UK and a region of Europe. <i>(History)</i>	I can ask questions about an environmental issue (global warming). <i>(PHSE) (RE)</i> <i>RE – different cultures</i>	and South America. <i>(DT – food technology)</i> I can discuss how we are linked to different places across the world, via trade. <i>(Maths, PSHE, DT – food technology)</i> I understand what trade is and why it is important to countries. <i>(History and PHSE)</i>
Physical Geography	I can identify and describe natural disasters in a settlement (e.g. volcanoes/earthquakes) – what conclusions can be drawn from these? <i>(English) (History)</i> I can look at maps, pictures and other sources to identify similarities and differences between a UK region and Iceland/Italy. <i>(Computing)</i>		I can use photographic evidence to raise questions about the climate and living conditions in different regions around the world. <i>(computing, PSHE, French, English, RE)</i> I can raise questions about the different hemispheres and make predictions about how life could be different in the two hemispheres. <i>(computing, PSHE, French, English)</i> I can identify and describe different climate zones (e.g. in the Brazilian Rainforest, Antarctica and the Sahara Desert). <i>(science)</i> I can understand the term 'biome' and 'vegetation belt'. I can identify and describe the different biomes and vegetation belts around the world. <i>(reading)</i> I can explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.	I can describe and explain the distribution of natural resources, including energy, of the key places I am studying. <i>(Science, DT)</i>

Geographical Skills - Maps, atlases, grid references and compass points	I can use the language of 'north', 'south', 'east', 'west' to relate countries to each other. (Maths) I can use maps to locate countries and major cities of the UK and Europe.	I can identify the hilliest and flattest areas on a map, and decide which rivers I think are the largest. I can study maps to make assumptions about the different areas e.g. using map keys to identify mountainous and urban areas. I can make plans and maps using symbols and keys. I can locate (and label) <i>counties</i>, cities, rivers and mountains on a UK map. I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom.	I can use atlases/maps to describe and locate places using four-figure grid references. (Maths) I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Maths, ICT, French)	I can use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. (Maths) I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and wider world. (Maths) I can draw accurate maps with more complex keys. (Maths)
Geographical Skills & Field Work		I can use fieldwork instruments e.g. camera, rain gauge. (DT) I can plan the steps and strategies for an enquiry. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Forest Schools, Maths, History, Art, ICT) I can make fieldwork sketches/diagrams – (Art.) I can measure straight line distances using the appropriate scale. (Maths)		

Geographical Questioning	I can ask and respond to geographical questions about location: Continents: Which countries are in this continent? Countries: What is the capital city? Which major cities are in this country? Which other countries are nearby? Cities/towns/villages: Which country is it in? Which continent is it in? Which other cities/towns/villages are nearby? Which county/region is it located in? Where is it in relation to our village/town/city/county/country? Which bodies of water are nearby? Physical geography: What is this landscape like? What lives there? Which major mountains are found here? What natural disasters are known to happen here? What is life like there? Human geography: Who lives there? Which major landmarks are found here? What human-made features are found here? How was the land used here now and in the past? What types of settlement are found here? How was the land used in the past? How has it changed? What made it change? How may it continue to change?	I can ask and respond to geographical questions about location: Which hemisphere(s) is it in? Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? Which time zone(s) is it in? Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude? What is its grid reference? What are its origins? Physical geography: Which (terrestrial) biomes are found here? (Rain Forest/Deciduous Forest/Desert/Temperate Grassland/Tropical Grassland/ Taiga/Tundra) What is the elevation like? Which major rivers and valleys are found here? Human geography: What kinds of economic activity happen here? Which natural resources can be found here? What is its population? (If studying a country) What do they export and where do they export it to? (If studying a country) What do they import and where do they import it from?
---------------------------------	---	--