



Burbage CofE Infant and Burbage Junior School Geography Progression Ladder



	Locational knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Enquiry
FS	<ul style="list-style-type: none"> Name the town/village that they live in and that this is in Leicestershire, England Sing songs about other places, e.g. 'Cecil is my caterpillar' Look at maps and atlases 	<ul style="list-style-type: none"> Describe their home and school. Describe some of the places that they have visited on day trips and holidays 	<ul style="list-style-type: none"> Answer questions about the weather. Begin to explain why they would wear different clothes at different times of year 	<ul style="list-style-type: none"> Follow directions within the school grounds Look at maps and globes Describe the school environment
1	<ul style="list-style-type: none"> Identify the four countries making up the United Kingdom. Name the continents of the World and find them in an atlas. Find where they live on a map of the UK. Name the capital cities of England, Scotland, Ireland and Wales. 	<ul style="list-style-type: none"> Explore and discover the interesting features of the local environment. Explain what makes a locality special. Describe some places which are not near the school. Describe some of the features associated with an island. Explore and discover where different foods come from. Tell someone something about the people who live in hot and cold places. 	<ul style="list-style-type: none"> Recognise different types of weather and climate Explain the main features of a hot and cold place Answer questions about the weather Can they keep a weather chart? Recognise observe describe and record physical and human features Describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley Name the key features associated with a town or village e.g. church, farm, shop, house 	<ul style="list-style-type: none"> Express their own views about features of the environment Communicate in different ways using simple geographical information and vocabulary Use simple field work skills Use globes, maps and plans Draw simple plans
2	<ul style="list-style-type: none"> Identify where significant places are located in the UK, Europe and the wider world. Name some of the main towns and cities in the United Kingdom. Name the World's oceans and find them in an atlas. Point out where the equator, North Pole and South Pole are on a globe or atlas. Point out the North, South, East and West associated with maps and compass 	<ul style="list-style-type: none"> Ask and respond to geographical questions about people, places and environments Identify links between their locality and other places in the UK and beyond Make simple comparisons between features of different places and say how these features influence life there Describe some human features of own locality such as the jobs people do and how these might be different in different parts of the world Describe how people can make their environment better or worse Describe what facilities a town or village might need 	<ul style="list-style-type: none"> Discuss how weather affects our lives Investigate, measure and record changes in the weather Communicate in different ways using appropriate geographical vocabulary, e.g. locational and directional language Answer questions using a weather chart Make plausible predictions about what the weather may be like in the day, or tomorrow Name the key features associated with a town or village e.g. factory, detached, semi-detached, terrace. 	<ul style="list-style-type: none"> Locate key features on globes, maps and plans Make simple maps and plans Use simple compass directions Use aerial photographs and plan perspectives to identify landmarks and features Use field work and observational skills to carry out simple tasks



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3	<ul style="list-style-type: none">• Use maps, atlases, globes to locate countries of Europe and describe features• Name some Northern/Southern hemisphere countries.	<ul style="list-style-type: none">• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how these have changed over time• Name and locate some countries within Europe, focusing particularly on Italy	<ul style="list-style-type: none">• Identify how the ways in which people live sometimes have consequences for the environment• Describe how the locality around the school has changed over time• Study of volcanoes – causes, effects etc• Describe how communication, roads, motorways and transport has changed over time (particularly Britain)	<ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location• Explain own views about locations, giving reasons• Use a range of resources to identify the key physical and human features of the local area.• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketches including a map of the school• Collect and analyse a range of data from simple fieldwork experiences• Can they find the longest and shortest route using a map?• Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans.• Use simple keys and symbols to mark on a map.
4	<ul style="list-style-type: none">• Name and locate the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.	<ul style="list-style-type: none">• Name and locate countries within Europe, focusing particular on the region of Scandinavia• Compare life in cities and towns and identify their main physical and human characteristics	<ul style="list-style-type: none">• Make predictions about what the weather might be like in different parts in the world and how different weather affects different people.• Describe the characteristics of some of: Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle• Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like?• How did they use the land and how has land use changed today (land use patterns and how these have changed over time)?	<ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location• Explain own views about locations, giving reasons• Understand the 8 compass points and use symbols and a key to communicate knowledge• Measure temperature, rainfall, wind speed etc



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5	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries, continents, mountain ranges, rivers, capital cities, oceans and seas • Make connections between the Equator and the tropics and North and South America • Identify largest urban areas in North and/or South America and rainforests • Compare two different regions of either North America or South America or Africa 	<ul style="list-style-type: none"> • Look at different Time Zones • Name and locate countries within South America, including some capital cities • Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. • The Earth and the Solar System 	<ul style="list-style-type: none"> • Research and discuss how water affects the environment, settlement, environmental change and sustainability-energy, food and minerals • Human Geography including trade between UK and Europe and Rest of the World • Fair/unfair distribution of resources (Fairtrade) • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate • Discover where food comes from • Discuss and debate fair trade • Investigate the facts and join in a reasoned discussion • Generate solutions and promote ethically sound trade 	<ul style="list-style-type: none"> • Use 4 figure grid references to read maps. Begin to introduce 6 figure grid references. • Fieldwork – traffic/street survey: Undertake a street/traffic survey of the local main road-tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking • Collate data collected and record it using ICT to produce charts • Ask geographical questions e.g. how is traffic controlled? What are the main problems?
6	<ul style="list-style-type: none"> • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time 	<ul style="list-style-type: none"> • The tropics, Arctic and Antarctic Circle, deserts • Study one continent in depth including countries and capital cities • Understand the significance of latitude and longitude and time zones 	<ul style="list-style-type: none"> • Rivers and water cycle including transpiration: • Use the language of rivers e.g. erosion, deposition, transportation • Explain and present the process of rivers • Compare how river use has changed over time and research the impact on trade in history • Earthquakes/natural disasters – floods, tsunamis • Describe and explain the processes that cause natural disasters • Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources-biomes 	<ul style="list-style-type: none"> • 6 figure grid references and eight points of a compass • Form and develop opinions • Report on the effects of environmental change on themselves and others • Analyse evidence and draw conclusions • Be aware of their own responsibilities • Comparing data to produce line graphs • Comparing temperature and rainfall between 2 different continents



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			and climate zones	
			<ul style="list-style-type: none">• Draw conclusions and develop informed reasons for the changes• Global Warming• Jet Stream, Gulf Stream, El Nino	