

# Alexandra Primary School Geography Skills Ladder based on National Curriculum

	Enquiry & Skills	Places	Patterns & Processes	Environmental change and sustainable development
Year 1 & 2	<p>To use information given to complete a simple task.</p> <p>To ask and answer simple questions about an environment or place.</p> <p>To use some simple geographical words.</p>	<p>To identify local places</p> <p>To describe what the place I live in is like</p> <p>To describe what the place I go to school in is like</p> <p>To identify some natural features</p> <p>To identify some man made features</p> <p>To name 5 other places in the UK</p> <p>To name 5 other places in the world</p>	<p>I can correctly describe some things I see in a place</p> <p>I know about the activities that people do for work and leisure</p> <p>I know that people live in different places and have different lifestyles</p>	<p>I can talk about my environment</p> <p>I have my own views about the place where I live</p> <p>I know that people (including myself) can change the environment for good or for bad</p>
Year 3	<p>I can use geographical skills for example letter and number co-ordinates, draw route maps, use large scale maps and collect evidence.</p> <p>I can use various sources of evidence to answer a range of geographical questions.</p> <p>I am beginning to use geographical words to describe what I have found out about a place or environment.</p>	<p>I know about local places, and a place somewhere else in Europe and the world</p> <p>I have compared the natural and man-made features of 2 places I know about</p> <p>I try to explain and give reasons for why geographical features are where they are</p> <p>I can talk about the similarities and differences of my 2 places</p>	<p>I can identify and name things which are the same or different about places</p> <p>I have compared the natural and man-made features of 2 places I know about</p> <p>I can give reasons why features are where they are</p>	<p>I know that people like to improve their environment</p> <p>I know that people should take care of environments to protect them for the future</p> <p>I have my own views about environmental issues</p>
Year 4	<p>I can suggest some geographical questions to help investigate a place or issue.</p> <p>I can use my skills (4 figure references, measure distance, identify features on aerial photographs and maps, measure and record simple weather data, use a simple atlas and draw a sketch map) to investigate places and environments.</p> <p>I can use both primary (my own findings) and secondary sources (books, videos etc.).</p> <p>I can present my work using geographical words.</p>	<p>I know about several places including local places and at least one in a different part of the world or Europe</p> <p>I understand that places have changed over time and may change in the future</p> <p>I am aware of where important places are in the world, including the continents and oceans, 3 largest mountain ranges and 3 longest rivers in the world</p> <p>I am aware of the country of origin of the main ethnic groups of the UK</p>	<p>I have begun to recognise patterns in what I observe around me</p> <p>I can recognise and describe physical and human processes</p> <p>I have some understanding of how these processes could change a place and affect people's lives</p>	<p>I understand how people can improve and damage the environment</p> <p>I can explain my own views about environmental issues</p> <p>I understand that people may have different views and I can begin to explain why</p>

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Year 5	<p>I can suggest relevant geographical questions and issues to investigate a place or issue, based on my knowledge and understanding.</p> <p>I can select which skills and types of evidence I am going to use.</p> <p>I can present my work in suitable ways (writing, graphs, charts etc.).</p> <p>I can reach a conclusion based upon my findings.</p> <p>I can use 6 figure grid references, interpret relief maps, follow routes and describe features on O.S. maps and understand thematic maps.</p> <p>I can understand how flat maps are made of the globe.</p>	<p>I know about several places, environments and important features including local places and at least two in different parts of the world and Europe</p> <p>I am aware of where important places are in the world, including the continents and oceans, largest mountain ranges and longest rivers in the world</p> <p>I am aware of how places are linked to and have connections with others, including my local area</p>	<p>I can recognise, describe and I am beginning to explain patterns in geography</p> <p>I can recognise, describe and I am beginning to explain physical and human processes</p> <p>I can describe how these processes can lead to similarities and differences between places and peoples' lives</p>	<p>I can suggest explanations of how people cause changes to the environment</p> <p>I can explain the different views people may have</p> <p>I can recognise how environments can be managed sustainably for future generations</p>
Year 6	<p>I use my knowledge and understanding to suggest relevant questions.</p> <p>I follow an appropriate sequence of questions (take logical steps).</p> <p>I can use a wide variety of sources and skills.</p> <p>I present my findings in suitable ways.</p> <p>I have reached sensible conclusions based on the evidence used.</p>	<p>I know about and understand important features of at least 6 countries in Europe and their capital cities</p> <p>I am aware of where important places are in the world, and what gives them their characteristics, including the continents, oceans, at least 3 largest mountain ranges and 4 longest rivers of the world</p> <p>I can locate at least 2 countries in each continent</p>	<p>I can recognise, describe and explain physical and human processes</p> <p>I can recognise how these processes link (or interact) to produce the patterns of distinctive characteristics of places and how they change</p> <p>I know about the many links which make places around the world dependent upon each other</p>	<p>I understand how people may wish to use the same environment in different, often conflicting, ways</p> <p>I understand and can compare the different ways in which people may manage environments</p> <p>I understand that people have different values and attitudes towards places and environments based upon their lifestyle, requirements, beliefs and culture</p>