

Implementation – Skills

	Locating places	Understanding places and processes	Interpreting geographical information	Communicating ideas and opinions in geography	Undertaking fieldwork
Year 1	<p>Begin to explore maps and globes and become aware that a map and a globe show the same area.</p> <p>With guidance, name and locate the 7 continents and 5 oceans on a world map and a globe.</p> <p>With guidance, name and locate the UK, its 4 countries and capital cities.</p> <p>With guidance, use directions (N/S/W/E) when describing features on a map.</p>	<p>Begin to observe and describe similarities and differences between places.</p> <p>Observe and describe the characteristics of the four seasons.</p>	<p>Discuss pictures of different places.</p> <p>Relate changes in seasonal and daily weather patterns in the UK to the need for different types of clothing.</p>	<p>Draw pictures of different places.</p> <p>With guidance, use geographical vocabulary. For example, mountain, coast and cliff.</p> <p>Begin to give their own opinions about places and what it might be like to live in a different place.</p>	<p>With guidance, use an aerial photograph of school to identify their location and key features they have seen.</p> <p>With guidance, undertake simple fieldwork within the locality. Observe, take photographs and record simple information about the locality.</p> <p>With guidance, create simple maps with blocks.</p>
Year 2	<p>Name and locate the 7 continents and 5 oceans on a world map and on a globe.</p> <p>Locate the North and South Pole and equator.</p> <p>Name and locate the UK, its 4 countries and capital cities. Use directions (N/S/W/E) when describing features on a map.</p>	<p>Observe and describe similarities and differences between places.</p> <p>Explore and explain the similarities and differences of places through studying the physical and human geography of the UK and a non-European country.</p>	<p>Confidently discuss pictures of different places.</p> <p>Identify the location of landmarks from aerial photographs.</p> <p>Interpret photographs of cold and hot places. For example compare the differences between landscape, vegetation etc.</p> <p>Look at photographs of places taken at different times and identify changes -especially the difference between old and new buildings.</p>	<p>Draw pictures of different places and write comparatively about similarities and differences.</p> <p>Use geographical vocabulary. For example, city, town, village, capital, coast, equator, climate, physical and human.</p> <p>Give opinions about places and what it might be like to live in a different place</p>	<p>With guidance, use an aerial photograph and map of school to identify their location and label on key features they have seen.</p> <p>Use directional language to find places around school.</p> <p>Undertake simple fieldwork within the locality. Observe, take photographs and record simple information about the locality.</p> <p>With guidance, create simple maps of the locality with a key.</p> <p>With guidance, use directions when describing a route being followed on a map.</p>
Year 3	<p>Begin to use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>With guidance, locate several countries in the northern hemisphere and describe their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>With guidance, locate the major volcanoes of the world.</p> <p>Use OS maps, the 8 points of the compass, symbols and a key.</p> <p>Know what 4 figure grid references are.</p>	<p>Begin to describe similarities and differences between places through the study of the UK, a region in an EU country and a region in North or South America</p> <p>Begin to describe and explain key aspects of physical and human geography, including volcanoes, earthquakes and what attracted early settlers to places.</p> <p>Begin to explain the cause and effect of places changing over time.</p>	<p>Begin to use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>Begin to use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>Begin to present geographical data visually, for example as tables, and graphs.</p> <p>Begin to analyse data shown in tables, graphs and on maps.</p> <p>Begin to use numbers for measurement.</p> <p>Use numbers as grid references and for longitude and latitude.</p>	<p>Begin to write using a range of genres. Begin to draw diagrams. For example, line graphs to show how data changes over time or space. For example, bar charts to represent groups of data.</p> <p>Begin to use subject-specific vocabulary in writing. For example, climate, precipitation, zone, weather, humidity, warming, implications, temperature and rainfall</p> <p>Begin to develop own views related to the topics they are studying.</p> <p>Begin to have a broader understanding about some environmental topics like climate change and start to contribute their ideas about how to help their community.</p>	<p>Use aerial photographs and maps to find their location and begin to use orienteering skills to find different locations around the outdoor areas of the school grounds.</p> <p>Begin to use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Make an aerial plan/map of the school/ local area.</p> <p>Use directions when describing a route on a map.</p>
Year 4	<p>With guidance, use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Locate several countries in the northern hemisphere, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>With guidance, locate the countries related to Islamic Civilization.</p> <p>With guidance, use OS maps, the 8 points of the compass, 4 figure grid references, symbols and a key.</p> <p>Know what 6 figure grid references are.</p>	<p>With guidance describe similarities and differences between places through the study of the UK, a region in an EU country and a region in a non- EU country</p> <p>With guidance explain the effect water has on landscapes, people and the environment.</p> <p>With guidance, explain the cause and effect of places changing over time, with reference to physical processes.</p>	<p>With guidance, use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>With guidance, use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>With guidance, present geographical data visually, for example as tables and graphs.</p> <p>With guidance, begin to analyse data shown in tables and graphs and on maps.</p> <p>With guidance, use numbers for measurement, e.g., temperatures, percentages, distances, and river flows.</p> <p>Also use the numbers for grid references and longitude and latitude.</p>	<p>With guidance, write in different genres. Draw diagrams and use subject-specific vocabulary. Use ICT to present information including data.</p> <p>With guidance express views related to the topics being studied</p> <p>Understand how our actions affect the planet we live on.</p> <p>Give opinions as to how our lives affect the planet we live on.</p> <p>Respond to a stimulus by writing at length (paragraphs about concepts)</p>	<p>Practise using maps, atlases, globes and digital/ computer mapping to locate their locations.</p> <p>With guidance, use an OS map to find their location while undertaking fieldwork.</p> <p>With guidance, use fieldwork to observe, measure, record and present the human and physical features in the local area together with practising using sketch maps, plans and graphs, and digital technologies.</p> <p>With guidance begin to create sketch maps of an appropriate scale and can add a north point.</p> <p>Confidently discuss a route.</p>
Year 5	<p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and time zones (including day and night).</p> <p>Locate Europe (including the location of Russia) and North and South American and describe their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use OS maps, the 8 points of the compass, four figure grid references, symbols and a key.</p> <p>With guidance, use 6 figure grid references.</p>	<p>Describe similarities and differences between places through the study of the UK, a region in an EU country and a region in North or South America.</p> <p>Describe key aspects of: Physical geography, including climate zones, mountains, volcanoes and earthquakes.</p> <p>Describe key aspects of 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 cause and effect to explain how places change over time and that all places are interconnected and interdependent.</p>	<p>Use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>Use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>Choose ways to collect geographical data and decide the most appropriate units of measure and method of presentation.</p> <p>Analyse and evaluate data. For example, population data, environmental data etc.</p>	<p>Communicate geographical ideas using maps, diagrams and numerical information and ICT.</p> <p>Identify and explain different views that people have, including their own view.</p> <p>Demonstrate an understanding that decisions about environments affect the quality, and future quality, of peoples' lives.</p>	<p>Use maps, atlases, globes and digital/computer mapping to find their location.</p> <p>In the field, use an OS map to identify their location.</p> <p>Undertake fieldwork. Measure and record the human and physical features in the local area using a range of methods including sketch-maps, plans, graphs and digital technologies.</p> <p>Create sketch maps of an appropriate scale and add a north point.</p> <p>Discuss and write about a route to school.</p>
Year 6	<p>Confidently use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Confidently identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and time zones (including day and night).</p> <p>Confidently locate Europe (including the location of Russia) and North and South America and describe their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Locate the world's longest rivers.</p> <p>Confidently use OS maps, the 8 points of the compass, four and six figure grid references, symbols and a key.</p>	<p>Confidently describe similarities and differences between places through the study of the UK, a region in an EU country and a region in North or South America.</p> <p>Confidently describe and explain key aspects of physical and human geography. For example, river landforms and how rivers can influence where people live and affect the lives of people. For example, how the world's population is distributed and how this can change over time, the reasons for population growth and movement.</p> <p>Confidently demonstrate an understanding of cause and effect, that places change over time and that all places are interconnected and interdependent.</p>	<p>Confidently use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>Confidently use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>Confidently choose ways to collect geographical data and decide the most appropriate units of measure and method of presentation.</p> <p>Confidently analyse and evaluate data</p>	<p>Confidently write at length</p> <p>Confidently communicate geographical ideas using maps, diagrams and numerical information and ICT.</p> <p>Confidently discuss and write about different peoples' views on geographical issues, including the reasons for their own views.</p> <p>Confidently demonstrate an understanding that decisions about environments affect the quality, and future quality, of peoples' lives.</p>	<p>Confidently use maps, atlases, globes and digital/computer mapping to find their location.</p> <p>In the field, confidently use an OS map to identify their location.</p> <p>Confidently undertake fieldwork. Measure and record the human and physical features in the local area using a range of methods including sketch-maps, plans, graphs and digital technologies.</p> <p>Confidently create sketch maps of an appropriate scale.</p> <p>Confidently discuss and write about routes on a map.</p>
Year 7	<p>With guidance, use an advanced atlas to locate places.</p> <p>Use longitude and latitude to locate places.</p> <p>Locate the major countries of Africa, the main physical features of the continent and major cities.</p>	<p>With guidance, write detailed descriptions of photographs, maps and graphs describing the main trend and giving data to support this.</p> <p>With guidance, write detailed explanations about a range of physical and human processes studied.</p>	<p>Interpret aerial and satellite images, topographical and thematic maps, and graphs.</p> <p>With guidance, use a range of general numerical skills to analyse geographical data. For example, mean, mode and median.</p>	<p>With guidance, write at length and evaluate the causes and impacts of geographical processes using the thinking framework of social/economic/ environmental and short/long-term impacts.</p> <p>With guidance, write at length and evaluate solutions to geographical problems and give opinions with justifications.</p>	<p>In the field, use an OS map to identify their location, relief and aspect.</p> <p>Collect fieldwork data and name the sampling methods being used.</p> <p>Present, analyse and communicate fieldwork data.</p>

	<p>Locate places on OS maps (1:50,000) using 4 and 6 figure grid references, directions and scale.</p> <p>Use OS maps to locate and identify the characteristics of urban locations.</p>	<p>With guidance, refer in writing to a range of general geographical concepts and models to understand places. For example, differences in urban and rural places, employment structures and plate tectonics.</p>	<p>With guidance, use a range of general assessment questions to validate geographical data such as the year the data was collected in, and the sample size used.</p>	<p>With guidance, respond to a range of possible geographical futures and state their preference with justifications.</p>	<p>With guidance, reflect on their fieldwork experiences to deepen their understanding of geographical processes and identify ways in which their fieldwork could have been improved.</p>
Year 8	<p>Use an advanced atlas to locate places.</p> <p>Use longitude and latitude, including minutes and seconds.</p> <p>Locate the major countries of the Middle East, as well as the main physical features and major cities of the region.</p> <p>Locate places on OS maps (1:25,000 and 1:50,000) using 4 and 6 figure grid references, directions and scale.</p> <p>Use OS maps to locate and identify the characteristics of river locations.</p>	<p>Write detailed descriptions of photographs, maps and graphs describing the main trend and giving data to support this.</p> <p>Write detailed explanations about a range of physical and human processes. For example, microclimates, flooding and changes in tourism.</p> <p>Refer in their writing to a range of general geographical concepts and models to understand places. For example, the water cycle, heat islands and climate change models.</p>	<p>Interpret a range of aerial and satellite images, topographical and thematic maps, and graphs.</p> <p>Use basic GIS to view, analyse and interpret data.</p> <p>Use a range of general numerical skills to analyse geographical data such as mean, mode and median.</p> <p>Use a range of general assessment questions to validate geographical data such as the year the data was collected in, and the sample size used.</p>	<p>Write at length and evaluate the causes and impacts of geographical processes using the thinking framework of social/economic/ environmental and short/long-term impacts.</p> <p>Write at length and evaluate solutions to geographical problems and give opinions with justifications.</p> <p>Envision and write about their preferred future.</p>	<p>In the field, use an OS map to identify their location and its characteristics.</p> <p>Collect fieldwork data, aware of how the fieldwork has been designed and the sampling methods being used.</p> <p>Present, analyse and communicate fieldwork data.</p> <p>Reflect on their fieldwork experiences to deepen their understanding of geographical processes and identify ways in which their fieldwork could have been improved.</p>
Year 9	<p>Confidently use an advanced atlas to locate places.</p> <p>Confidently use longitude and latitude, including minutes and seconds.</p> <p>Locate the major countries of Asia, the main physical features of the continent and its major cities.</p> <p>Confidently locate places on OS maps (1:25,000 and 1:50,000) using 4 and 6 figure grid references, directions and scale.</p> <p>Use OS maps to locate and identify the characteristics of coastal locations.</p>	<p>Confidently write detailed descriptions of photographs, maps and graphs describing the main trend and giving data to support this.</p> <p>Confidently write detailed explanations about a range of physical and human processes. For example, plate tectonics and globalisation.</p> <p>With guidance, refer in writing to a range of general geographical concepts and models to understand places. For example, the Burgess model and the multiplier effect.</p>	<p>Confidently interpret a range of aerial and satellite images, topographical and thematic maps, and graphs.</p> <p>Confidently use basic GIS to view, analyse and interpret data.</p> <p>Confidently use a range of general numerical skills to analyse geographical data. Such as mean, mode and median.</p> <p>Confidently use a range of general assessment questions to validate geographical data such as the year the data was collected in, and the sample size used.</p>	<p>Write at length and confidently evaluate the causes and impacts of geographical processes using the thinking framework of social/economic/ environmental and short/long-term impacts.</p> <p>With guidance, respond to statements about places, learning to give a balanced appraisal and their own opinion.</p> <p>Write at length and confidently evaluate solutions to geographical problems and give their own opinions with justifications.</p> <p>Confidently envision and write about their preferred future.</p>	<p>In the field, confidently use an OS map to identify their location and its characteristics.</p> <p>Confidently collect fieldwork data, aware of how the fieldwork has been designed and the sampling methods used.</p> <p>Confidently present, analyse and communicate fieldwork data from contrasting locations, using increasingly complex information.</p> <p>Confidently reflect on their fieldwork experiences to deepen their understanding of geographical processes and identify ways in which their fieldwork could have been improved.</p>
Year 10	<p>Describe in writing the location of an unfamiliar place using a given map, employing longitude and latitude, directional terms and distances calculated using a given scale.</p> <p>Locate specific places which have been identified as case studies in the GCSE Specification. For example, cities (London and Mumbai), the North Norfolk Coast (UK) and the world's biomes.</p> <p>Use OS maps (1:50,000 and 1:25,000) to locate places using grid references, directions and distances (calculated using the scale).</p>	<p>Describe in writing photographs, maps and graphs of familiar and unfamiliar places-identifying patterns in distributions and using data in responses.</p> <p>Identify and explain in writing geographical processes occurring in familiar and unfamiliar places using chains of reasoning. For example, erosion and landform change, migration and the growth of cities.</p> <p>Refer in writing to a range of geographical concepts and models to understand places. For example, the concept of sustainability and Eagan's Wheel Model. The concepts of risk, place and sphere of influence. Be able to use systems models.</p>	<p>Interpret information from a range of complex photographs, maps and graphs. For example, satellite photographs, synoptic charts and triangular graphs.</p> <p>Pupils can analyse data using numerical calculations, measures of central tendency, dispersion diagrams, % increase and scatter graphs.</p> <p>Critique secondary sources, especially online sources and those relating to contested issues.</p> <p>Use Census data.</p>	<p>Evaluate statements about places -writing balanced, knowledgeable responses and substantiating conclusions.</p> <p>Evaluate in writing solutions to geographical problems -using the thinking frameworks of political/social/economic and environmental and/or short and long-term impacts -to make fully justified decisions and their preferred options with reference to these.</p> <p>Envision and write persuasively about their preferred geographical future and the actions required to achieve this.</p>	<p>In the field, use OS maps, GPS and digital technologies to locate their position and determine additional information about the location.</p> <p>Design fieldwork - select appropriate sampling methods, create data collection sheets, use equipment accurately, present findings using a range of complex methods, make conclusions and evaluate the accuracy and validity of their work.</p> <p>Critique the fieldwork design of others and identify areas where accuracy and validity could be improved.</p>
Year 11	<p>Confidently describe in writing the location of an unfamiliar place using a given map, employing longitude and latitude, directional terms and distances calculated using a given scale.</p> <p>Confidently locate places which have been identified as case studies in the GCSE Specification. For example, cities (London Mumbai), the North Norfolk Coast (UK) and the world's biomes.</p> <p>Confidently use OS maps (1:50,000 and 1:25,000) to locate places using grid references, directions and distances calculated using the scale</p>	<p>Confidently describe in writing photographs, maps and graphs of familiar and unfamiliar places-identifying patterns in distributions and using data in responses.</p> <p>Confidently identify and explain in writing geographical processes occurring in familiar and unfamiliar places using chains of reasoning.</p> <p>Confidently refer in writing to a range of geographical concepts and models to understand places. For example, the concept of sustainability and Egan's Wheel Model. The concepts of risk, place and sphere of influence. Be able to use systems models.</p>	<p>Confidently interpret information from a range of photographs, maps and graphs. For example, satellite photographs, synoptic charts and triangular graphs.</p> <p>Confidently analyse data using numerical calculations, measures of central tendency, dispersion diagrams, % increase and scatter graphs.</p> <p>Confidently critique secondary sources, especially online sources and those relating to contested issues.</p> <p>Confidently use census data.</p>	<p>Confidently evaluate statements about places -writing balanced, knowledgeable responses and substantiating conclusions.</p> <p>Confidently evaluate in writing solutions to geographical problems - using the thinking frameworks of political/social/economic and environmental and/or short and long-term impacts -to make fully justified decisions and their preferred options with reference to these.</p> <p>Confidently envision and write persuasively about their preferred geographical future and the actions required to achieve this.</p>	<p>In the field, confidently use OS maps, GPS and digital technologies to locate their position and determine additional information about the location.</p> <p>Confidently design fieldwork - select appropriate sampling methods, create data collection sheets, use equipment accurately, present findings using a range of complex methods, make conclusions and evaluate the accuracy and validity of their work.</p> <p>Confidently critique the fieldwork design of others and identify areas where accuracy and validity could be improved.</p>
Year 12 and 13	<p>Have comprehensive knowledge of the location of globally significant places.</p> <p>Confidently locate places which are studied as case studies throughout the A-Level course.</p> <p>Confidently offer informed suggestions about places based upon their location.</p>	<p>Confidently explain geographical processes, assessing the relative significance of different factors.</p> <p>Confidently use geographical concepts and models to understand geographical phenomena and be able to critique their usefulness.</p>	<p>Confidently interpret information from a very wide range of geographical sources.</p> <p>Confidently use statistical tests as outlined in the A-Level specification to determine the significance of data sets.</p> <p>Confidently use the ONS Nomis database.</p>	<p>Confidently analyse and write about geographical phenomena in terms of players, attitudes, potential futures and associated risks.</p> <p>Confidently evaluate geographical phenomena in writing -be able to form a line of argument which shows understanding of causes, effects, impacts, implications for the future and suggested adaptations and mitigations.</p>	<p>Confidently design investigative fieldwork for their NEA. Choose a topic and location and undertake risk assessments before selecting appropriate sampling methods, creating data collection sheets and leading a team of other students to undertake data collection.</p> <p>Use a range equipment accurately, present findings using a range of complex methods, make conclusions and evaluate the accuracy and validity of their work. Understand the significance of their findings and place their conclusions in the wider context of their chosen topic.</p> <p>Be a supportive team member in helping others collect data, demonstrating integrity and resilience throughout.</p>