



Mabe School
Geography Progressive Skills Grid

<u>Focus</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Locational Knowledge	<p>Pupils can name and locate the world's seven continents and five oceans.</p> <p>Pupils can name and locate the four countries and capital cities of the United Kingdom.</p>	<p>Pupils can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Pupils can describe and locate simply where places are beyond the local area.</p>	<p>Pupils know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <p>Pupils begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p>	<p>Pupils know more about the features of a variety of places around the world from local to global.</p>	<p>Pupils know more about the features of a variety of places around the world from local to global and in different parts of the world.</p>
Place Knowledge	<p>Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Pupils can describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Pupils are aware that different places may have both similar and different characteristics.</p>	<p>Pupils understand more about the links between different places and that some places depend on each other.</p>	<p>Pupils understand clearly about the links and relationships between different places and that make places dependent on each other.</p>
Human & Physical Geography	<p>Pupils identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Pupils use basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Pupils locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Pupils use more basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Pupils observe and describe physical and human features of the local area and other places.</p> <p>Pupils begin to compare these features to another place beyond the local area.</p>	<p>Pupils begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <p>Pupils recognise how people try to improve and keep environments.</p>	<p>Pupils describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Pupils recognise that these interact to affect the lives and activities of people living there.</p>	<p>Pupils describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>Pupils describe ways in which physical and</p>



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			Pupils begin to understand how people effect the environment.		Pupils understand how people can both improve and damage the environment.	human processes operating at different scales create geographical patterns and lead to changes in places.
Geographical Skills & Fieldwork	<p>Pupils use world maps.</p> <p>Pupils use simple locational and directional language (near and far; left and right)</p> <p>Pupils use simple fieldwork and observational skills to study the geography of their school.</p>	<p>Pupils use world maps, atlases and globes to identify the UK, its countries, counties.</p> <p>Pupils use simple compass directions.</p> <p>Pupils use aerial photographs and plans to recognise landmarks to devise simple maps.</p> <p>Pupils use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment.</p>	<p>Pupils carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</p> <p>Pupils begin to use geographical words.</p>	<p>Pupils use skills and evidence to answer a range of geographical questions.</p> <p>Pupils begin to investigate answers and use the correct vocabulary to share findings.</p>	<p>Pupils draw on knowledge and understanding to suggest suitable geographical enquiry questions.</p> <p>Pupils suggest an appropriate sequence of events and use geographical skills to conduct an enquiry.</p> <p>Pupils communicate findings using the appropriate vocabulary.</p>	<p>Pupils suggest own geographical enquiry.</p> <p>Pupils select and use appropriate skills to conduct enquiry.</p> <p>Pupils present findings both graphically and in writing to reach a conclusion and evaluate the information.</p>