



Geography Skills Grid

	Locating Places	Understanding places and processes	Observing and enquiring geographical information	Undertaking fieldwork	Interpreting geographical information	To be an ethical citizen
Purpose	Ethical, informed citizens of Wales and the world	Ambitious, capable learners	Ambitious, capable learners	Enterprising, creative contributors	Ambitious, capable learners	Ethical, informed citizens Healthy, confident individuals
What Matters Statement	Our natural world is diverse and dynamic, influenced by processes and human actions. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future				Events and human experiences are complex and are perceived, interpreted and represented in different ways. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action. Human societies are complex and diverse, and shaped by human actions.
Nursery	Recognise why the home place is important and which places are familiar to us.	Experience a range of stimuli that enthuse and inspire imagination and curiosity about the local area of Wales	Through play; explore, discover and begin to ask simple questions and offer answers based on previous experiences. Communicate observations.	Have first-hand experiences of the natural world e.g. investigating the school grounds Have first-hand experiences of the natural world e.g. investigating the school grounds as well as the immediate locality	Form and express simple opinions about likes and dislikes. E.g. I like Abergavenny because...	Be aware of the world around us, and understand how we are citizens of a wider world. 'Who am I'? Understand that we need to respect others and their voice. Show awareness of who we are as individuals and that we are similar and different to others.
Reception	Recognise a map of Wales	Experience a range of stimuli that enthuse and inspire imagination and curiosity about the local area and Wales, as well as the wider world	Formulate questions and suggest some answers as part of an enquiry. Sort and group evidence and record observations as part of an enquiry E.g. What was life like when the dinosaurs lived and how do we know? Communicate observations using photographs E.g I can see...		Communicate findings based off observations in simple ways E.g. What is old and what is new in the world around us?	Play a role in key cultural/historical events that are celebrated or commemorated in Wales, the UK and the wider world. For example, St David's Day, Earth day. Understand that some events have happened in the past, other events are happening in the present and more events will happen in the future.



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Year 1	Explore maps and globes and become aware that they can both be used to explore the world. Locate Wales and Abergavenny on a UK map	Develop awareness and curiosity of the changes that have occurred, and continue to occur in Wales	Communicate observations and ask questions based on the similarities and differences between places in Wales		Through observation and enquiry, communicate findings in simple ways when looking at the similarities and differences between places in Wales E.g city and countryside	Explain the consequences our actions and those of others have on our natural world. Explain the causes and effects of our actions. Develop empathy.
Year 2	Name and locate the UK, its four countries and capital cities. Locate St Lucia and Wales on a World map and recognise the features of the two.	Explain how some places and environments are similar and others are different through processes and human actions E.g. Wales and St Lucia	Communicate observations, feelings and ideas about different places in the World E.g. Wales and St Lucia Be curious about the wider world and recognise the effects that we have on the natural world E.g. What is life like on planet Earth.		Form own opinions and communicate findings to enquiries in simple ways. E.g. How does our home compare to what homes were like in the past?	Respect that we need to consider our actions and what consequences they could have in our school and our environment
Year 3 and Year 4	Locate several countries, describe their key human and physical characteristics and major cities. Locate the 7 world continents and 5 world Oceans. Use the 4-point compass to determine direction. Use OS maps and map symbols to locate places.	Describe how places, spaces, environments and landscapes are important to different people and for different reasons E.g. What is it like to live in the UK and Wales? Recognise the distinct physical features of Wales, as well as countries in the wider world	Describe the features of Wales and describe how the features of Wales may change due to natural and human processes. Observe and describe how the landscape of countries impacts the inhabitants in positive and negative ways, e.g. Brazil		Draw simple conclusions about an enquiry question. Sort and group findings using different criteria.	Appreciate and care for living things and our own environment in order to protect the landscape of Wales. Explain the importance of different rules, roles and responsibilities within the various communities that we belong to.
Year 5 and Year 6	Recognise the 7 world continents (with a focus on North and South America) and 5 world Oceans.	Describe how some places and environments are similar and others are different E.g. North and South America.	Participate in enquiries, both collaboratively and with growing independence E.g. What are the similarities	Explore a larger area encompassing not just the school and its surrounds but local neighbourhoods or the wider locality	Engage in enquiries, both collaboratively and with growing independence Collect and record information and data from given sources, then able	Explain the similarities and differences between people's lives, both in the past and present



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	<p>Locate major world rivers.</p> <p>Use the 8-point compass to determine directions</p> <p>Use 4 figure grid references to locate places.</p>	<p>Describe the distinctive features of major world rivers</p>	<p>between North and South America?</p> <p>Distinguish between fact and beliefs E.g. What is the greatest River?</p>		<p>to group findings using different criteria's</p>	
Year 7	<p>Use an advanced atlas to locate Wales and places within Wales.</p> <p>Locate places on OS maps, use 4 figure grid references, direction and scale.</p> <p>Use satellite maps to locate and identify the characteristics of places in America and Europe</p>	<p>Write detailed explanations about a range of physical and human processes studied. E.g River erosion</p> <p>Refer in writing to a range of general geographical concepts and models to understand places. E.g. how a river changes as it travels downstream.</p>	<p>Describe the main observations of photographs, graphs and maps</p> <p>Use past experiences, knowledge and beliefs to generate ideas and frame enquiries E.g. Is Abergavenny a good place to live?</p>	<p>Use an OS map to identify location, relief of land (contour lines), U shaped and V shaped Valleys.</p> <p>Collect data to answer the question: 'Is Abergavenny a good place to live?'</p> <p>Present, analyse and communicate fieldwork data.</p> <p>Evaluate what makes effective/not effective fieldwork and how fieldwork methods could be improved.</p>	<p>Understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</p> <p>E.g. Should we be able to explore Alaska?</p> <p>Interpret aerial and satellite images, topographical maps and graphs.</p> <p>Use photographs, diagrams and videos to make assumptions about what a place is like.</p> <p>Choose ways to collect geographical data and decide the most appropriate units of measure and methods of presentation.</p> <p>Analyse and evaluate data.</p>	<p>Participate in decision making, and to be able to share opinions and evidence with decision makers E.g. Should we be able to explore Alaska?</p>
Year 8	<p>Locate the continent of Asia and some of the countries within Asia, its main physical features and major cities.</p> <p>Use a scale to determine the distance of places in Asia from Wales.</p>	<p>Write detailed explanations about a range of human activities and complex processes that impact our Oceans. For example, pollution, acidification, sea level rise & overfishing etc.</p> <p>Refer in writing to a range of geographical concepts needed to understand processes. For example, the formation of the Himalayas.</p>	<p>Draw considered and reasoned conclusions to enquiry questions, while understanding that other people may form different conclusions from the available evidence E.g. Who should own the Arctic?</p>	<p>Conduct an independent microclimate investigation, this entails analysing, presenting and reflecting on independent findings.</p> <p>Reflect and evaluate the approaches used for the fieldwork investigation and consider improvement for future fieldwork enquiries. E.g. what went well? How could this work be improved? What would I change if I were to carry out this investigation again?</p>	<p>Describe the main trends of graphs and maps, pull out examples and spot anomalies from data</p> <p>E.g. Where are tropical rainforests located?</p> <p>Infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop own informed judgements E.g. Who should own the Arctic? / Should India have a one child policy?</p>	<p>Understand the consequences of our own actions and of others, and how these affect the locality as well as the wider world E.g. Plastic Pollution.</p> <p>Describe how some characteristics of communities and societies have changed, within and across periods of time E.g. Population growth in Asia, shifting lifestyles.</p> <p>Understand that there are a range of factors that influence people's behaviours, actions and decisions E.g. The Chinese Governments role to play in adopting a one child policy.</p>



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<p>Year 9</p>	<p>Use an advanced atlas to locate places and retrieve data of countries as well as using 6 figure grid references. Map out where the worlds tectonic plates boundaries are and where volcanoes are located around the world.</p>	<p>Write detailed explanations about a range of physical and human processes. For example, plate tectonics, conflict and migration in Africa. Refer to a range of general geographical concepts and models to understand places. E.g. development indicators and how we measure strength of volcanic eruptions/earthquakes</p>	<p>Confidentially draw conclusions to enquiry questions, looking at the impacts from other people's point of view, and drawing conclusions from evidence. E.g. Which natural hazard has the most impact on people?</p>		<p>Describe the trends of graphs and maps, using examples (numbers) and spotting anomalies. E.g. Why is Africa the poorest continent?</p>	<p>Explain how human actions affect the physical processes that shape places, spaces and environments. E.g. Deforestation. Explain why some places are impacted by climate change more than others. Explain the importance of the roles played by individuals, societies and governments in combatting climate change E.g. climate activists. Understand and explain the importance of our individual roles to play in combatting a variety of environmental issues.</p>
<p>Year 10</p>	<p>Use OS maps to locate and identify the characteristics of certain locations e.g. coastal locations. Use OS maps to locate places using grid references (4 and 6 figure), directions, height and distances. Locate specific places on a map. For example, cities (Cardiff and Mumbai), and distinct landscapes (Pembrokeshire coast, Brecon Beacons etc)</p>	<p>Identify and explain in writing to a range of general geographical processes occurring in familiar and unfamiliar places using chain of reasoning. For example, erosion and how this leads to the formation of river and coastal landforms. Why people migrate from urban/rural areas. Refer in writing to a range of geographical concepts and models to understand places. For example, the concept of sustainability and Egans Wheel Model. The concepts of risk, place and</p>	<p>Observe photographs to identify what physical and human processes could be occurring Undertake a range of full and thorough enquiries, selecting the most effective approach and justifying methodologies</p>	<p>In the field, use OS maps and satellite maps to locate their position and determine additional information about the location. Design fieldwork by selecting 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>Describe photographs, maps and graphs of familiar and unfamiliar places, identifying patterns in distributions and using data in responses. Undertake enquiries and lead to detailed interpretations. This involves evaluating and reflecting on findings, analysing patterns and trends, create hypothesis' and present well-supported and justified conclusions.</p>	<p>Explain the challenges and opportunities faced by people in Wales and the wider world and any links between them. E.g. comparing global cities such as Mumbai and Cardiff. Compare responses to ultimate questions about the challenges and opportunities that face humanity e.g. climate change. Develop a confidence in creating informed views on challenges and opportunities that are faced by people in Wales and the wider world.</p>



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		sphere of influence. Use system models.				
Year 11	Interpret OS maps to locate places using grid references, directions and distances calculated using the scale. Locate specific places on a map. E.g. Biomes- Amazon rainforest and Arctic Tundra	Identify and explain in writing geographical processes occurring in familiar and unfamiliar places using chains or reasoning. Refer in writing to a range of geographical concept and models to understand places. For example, the concept of positive and negative multiplier effect and interdependency.	Independently undertake a range of full and thorough enquiries, selecting the most effective approach and justifying methodologies			Explain the challenges and opportunities faced by people in Wales and the wider world and any links between them. E.g. Extreme weather and links to climate change. Compare responses to ultimate questions about the challenges and opportunities that face humanity E.g. Sea level rise in the Maldives. Create informed views on challenges + opportunities that are faced by people in Wales and the wider world. E.g. extreme weather, strategies to mitigate climate change.
Year 12 & 13	Have comprehensive knowledge of the location of globally significant places on a world map. Offer informed suggestions about places based upon their location.	Explain geographical processes, assessing the relative significance of different factors Use geographical concepts and models to understand geographical phenomena and critique usefulness	Design a range of full and thorough enquiries, selecting the most effective approach and justifying methodologies	Design investigative fieldwork. Chose a topic of enquiry and location and undertake risk assessments before selecting appropriate sampling methods, creating data collection sheets to undertake data collection. Use a range of 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.	Design enquiries and lead to detailed interpretations. This involves evaluating and reflecting on findings, analysing patterns and trends, create hypothesis' and present well-supported and justified conclusions.	Consider different disciplinary lenses when exploring challenges and opportunities faced by people within Wales and the wider world. E.g Cycle of deprivation- Ebbw Vale. Evaluate the different responses to them and the impact that they might have. Confidently explain why people respond differently to challenges and opportunities.