



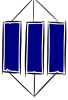
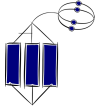




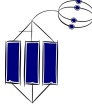
Explore Skills Progression

Procedural Knowledge: Year 1		
 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Begin to clarify understanding about places by asking and responding to questions. • Begin to explain their likes and dislikes when discussing a location. • Begin to use simple sources of information to recognise and describe features • Begin to draw a simple sketch of the features they have observed. 	<ul style="list-style-type: none"> • Begin to recognise and describe the human and physical features of a place • Begin to observe a location and discuss likes and dislikes. (<i>Observe: collect information about</i>) • Begin to apply a broader knowledge about locations when presenting information to a wider audience • Begin to analyse a source of information to describe the features of a location 	<ul style="list-style-type: none"> • Begin to describe and reflect on the human and physical features of a place. • Begin to assess the attractiveness and unattractiveness of the environment, and elaborate on specific features • Create a simple source that begins to demonstrate an understanding to the different ways that information can be collected and presented (E.g. A simple map, chart or table) • Begin to evaluate the attractiveness and unattractiveness of an aspect of the environment



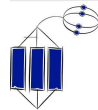
Explore Skills Progression

Procedural Knowledge: Year 2		
 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Clarify understanding about places by asking and responding to questions. • Explain their likes and dislikes when discussing a location. • Use simple sources of information to recognise and describe features • Draw a simple sketch of the features they have observed. 	<ul style="list-style-type: none"> • Recognise and describe the human and physical features of a place and make simple comparisons • Observe a location and discuss likes and dislikes. (<i>Observe: collect information about</i>) • Apply a broader knowledge about locations when presenting information to a wider audience. • Analyse a source of information to describe the features of a location 	<ul style="list-style-type: none"> • Describe and reflect on the human and physical features of a place. • Create a source that demonstrates an understanding of the different ways that information can be collected and presented. (E.g. A simple map, chart, table, survey etc.) • Evaluate the attractiveness and unattractiveness of the environment and discuss some specific features.


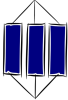
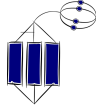
Explore Skills Progression

Procedural Knowledge: Year 3		
 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Begin to compare different places by asking and responding to questions. • Begin to use describe places and landmarks using a range of sources (e.g. aerial photographs and maps) • Begin to draw more detailed sketches of the features they have observed. • Begin to describe the ways that people can improve and damage the environment. 	<ul style="list-style-type: none"> • Observe a location and begin to record information through sketches, questionnaires and surveys • Begin to combine sources of information to provide a broader picture of a location (e.g. a map with additional sketches that highlight specific features) • Begin to summarise the different ways that people can improve or damage the environment • Begin to analyse a source taking account of the human and physical features of different localities 	<ul style="list-style-type: none"> • Begin to compare a range of sources and use them to generalise about the human and physical features of different localities • Measure, record or interpret data and begin to reflect on the information it provides. • Begin to create a range of sources that demonstrate an understanding of the different ways that information can be collected and presented. • Begin to evaluate the impact that people can have on the environment


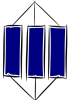
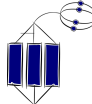
Explore Skills Progression

Procedural Knowledge: Year 4		
 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Compare different places by asking and responding to questions. • Describe places and landmarks using a range of sources (e.g. aerial photographs and maps) • Draw more detailed sketches of the features they have observed. • Describe the ways that people can improve and damage the environment. 	<ul style="list-style-type: none"> • Observe a location and record information through detailed sketches, questionnaires and surveys • Combine sources of information to provide a broader picture of a location or geographical process (e.g. a map with additional sketches that highlight specific features) • Summarise the different ways that people can improve or damage the environment • Analyse a source, describing human and physical features and suggesting further questions to explore 	<ul style="list-style-type: none"> • Compare a range of sources and use them to generalise about the human and physical features of different localities • Measure and record data and reflect on the information it provides. • Create a range of sources that demonstrate an understanding of the different ways that information can be collected and presented. • Evaluate the impact that people can have on the environment

Procedural Knowledge: Year 5

 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Begin to formulate questions to gather specific information and data. • Begin to examine a range of sources to develop an understanding of key human and physical features. • Begin to describe how a range of physical and human processes can change the environment. 	<ul style="list-style-type: none"> • Begin to identify and summarise different views about a geographical issue. • Begin to combine a range of sources to provide a detailed picture of a location or geographical process. • Begin to observe and explain some of the ways that human activities affect the environment. • Begin to analyse a range of sources including maps, infographics and data; interpreting results and identifying patterns. 	<ul style="list-style-type: none"> • Begin to judge the validity of different views on geographical issues, forming opinions and conclusions about them. • Begin to evaluate the impact of human and physical processes on the environment and identify some of the ways that people/groups attempt to manage this impact.

Explore Skills Progression

Procedural Knowledge: Year 6		
 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Formulate questions to gather specific information and data. • Examine an increasing range of sources to develop an understanding of key human and physical features. • Describe how a range of physical and human processes can change the environment. 	<ul style="list-style-type: none"> • Identify and summarise a range of different views about a geographical issue. • Combine a range of sources to provide a detailed picture of a location or geographical process • Observe and explain some of the ways that human activities affect the environment. • Analyse a range of sources including maps, infographics and data; interpreting results and identifying patterns. 	<ul style="list-style-type: none"> • Judge the validity of different views on geographical issues forming opinions and conclusions about them. • Collect information from a variety of sources and use the results to hypothesise about the reasons for particular patterns, behaviours or reactions. • Create a range of sources that demonstrates an understanding of the different ways that information can be presented and appreciate the impact that this can have on the audience. • Evaluate the impact of human and physical processes on the environment and elaborate on how people/groups manage this impact.