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| GEOGRAPHY ESSENTIAL SKILLS REC to Y6STRAND: KNOWLEDGE AND UNDERSTANDING  |
|  | EYFS Skills | Key Stage 1 Skills | Lower Key Stage 2 Skills | Upper Key Stage 2 Skills |
|  | End of RECExpectations | End of Year 1Expectations | End of Year 2 Expectations | End of Year 3 Expectations | End of Year 4 Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Human & physical | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class | Use the correct terms for simple geographical features in the local environment.Y1 A1FIELD & SCHOOL AREA | Describe and compare human and physical features seen in their local environment and other places in the world.Y1 A2COMPARING ANOTHER COUNTRY | Describe and compare different features of human ad physical geography of a place, offering explanations for the locations for some of these features.Y3 SPR 2 | Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.Y4 AUT 2 | Describe how human activity has impacted upon and /or changed the physical and human characteristics of a place in the world.Y5 AUT 2 | Explain how climate zones, biomes and vegetation belts, affect the physical and human features of a place in the world.Y6 SUM 2 |
| United Kingdom  |  | Name and locate the four countries of the United Kingdom on a map or globe.Y1 S1 |  | Name and locate vegetation belts across the United Kingdom, explain how some of these have changed over time.Y3 SUM 2 | Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.Y4 AUT 2 | Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristicsY5 AUT 2. | Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.Y6 SPR 2 |
| The world | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class | Find and name some continents on a world map.Y1 SPR2 | Name and locate the world’s continents and oceans on a world map or globe.Y2 A2PIRATES | Make comparisons of the same geographical feature in different countries.Y3 AUT 2 | Locate the countries of Europe (including Russia), North and South America.Y4 SUM 2 | Describe and explain similarities and differences (human and physical) or a region of a European country, and a region or areas within North or South America. | Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.Y5 SPR 1 – EGYTPTIANS Y6 AUT 2 |
| Environmental  | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class | Describe how pollution (e.g. litter) affects the local environments.Y1 A1 | Suggest ways of improving the local environment. Y2 S1Links to fieldwork | Identify how people both damage and improve the environment.Y3 SUM 1 | Explain how people try to sustain environmentY4 SUM 1 | Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.Y5 AUT 1 AND PHUNKY FOODS | Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment.Y6 SPR 1 |
| Processes  | Understand some important processes and changes in the natural world around them, including the seasons |  | Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment).Y2 S1 LINKS TO FIELDWORK | Explain how the physical processes of erosion, transportation and deposition affect the environment.Y3 SUM 2 | Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.Y4 SUM 2 | Describe how physical and human processes give a continent its unique characteristicsY5 SPR 1 | Describe how climate, ecology and people are affected by cold, and describe the freezing and thawing processes.Y6 SPR 1 |
| Patterns  | Understand some important processes and changes in the natural world around them, including the seasons | Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?).Y1 S2 | Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times).Y1 S1 | Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).Y3 AUT 2 | Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside).Y4 SUM 2 | Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.Y5 SPR 1 | Identify geographical patterns on a range of scales.Y6 SPR 1 |
| Weather and climate | Understand some important processes and changes in the natural world around them, including the seasons | Name the four seasons and describe typical weather conditions for each of them.Y1 A2 & SPR1LINK TO SCIENCE | Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas.Y2 SPR 2 – LINK TO HABITATS | Sequence and explain the features of a physical weather process, such as the water cycle.Y3 SPR 2 | Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.Y4 SUM 2 | Describe how weather and climate effects land use and food production.Y5 SPR 1 | Explain how extreme climates affect the lives of people living there and the human and physical geography.Y6 SPR 1 |
| Places  | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class | Identify the similarities and differences between the local environment and one other place.Y1 A1VERBAL DISCUSSION | Describe and compare the physical similarities/differences between and area in the United Kingdom and one of a contrasting non-European country.Y2 A2 | Compare and contrast areas of vegetation and biomes in two different locations.Y3 SPR 2 | Compare and contrast how areas of the world have capitalised on their physical or human features.Y4 SUM 1 | Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.Y5 AUT 2 | Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.Y6 AUT 2 |
| Changesover time | Understand some important processes and changes in the natural world around them, including the seasons | Explain what changes are taking place in the local environment.Y1 A1IN THE SCHOOL GROUNDS | Explain how a place has changed over time.Y2 A2 – LINKS DIRECTLY TO HISTORY | Identify changes in the local and global environment.Y3 SUM 1 | Describe how changes, in the features of a place, can affect the lives and activities of the people living there.Y4 SPR 1 | Explain how things change by referring to the physical and human features of the landscape.Y5 AUT 2  | Explain how physical and human processes lead to diversity and change in places.Y6 AUT 2 |
| Express views | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class |  | Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.Y2 SPR2  | Provide reasons for their observations, views and judgements regarding places and environmentsY3 SUM 1 | Offer reasons for their own views and recognise that other people may hold different views.Y4 LINKS TO SCIENCE | Discuss and comment on a range of views people hold about environmental interaction and change.Y5 AUT 1 AND PHUNKY FOODS | Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.Y6 AUT 2  |

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|  | **Term Representation** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Colour** |  |  |  |  |  |  |