

| GEOGRAPHY ESSENTIAL SKILLS REC to Y6 | | | | | | | |
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| STRAND: KNOWLEDGE AND UNDERSTANDING | | | | | | | |
| | EYFS Skills | Key Stage 1 Skills | | Lower Key Stage 2 Skills | | Upper Key Stage 2 Skills | |
| | End of REC Expectations | End of Year 1 Expectations | 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 age 8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Human & physical | | Use the correct terms for simple geographical features in the local environment. | Describe and compare human and physical features seen in their local environment and other places in the world. | Describe and compare the different features of human and physical geography of a place, offering explanations for the locations for some of these features. | Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. | Describe how human activity has impacted upon and /or changed the physical and human characteristics of a place in the world. | Explain how climate zones, biomes and vegetation belts, affect the physical and human features of a place in the world. |
| United Kingdom | | Name and locate the four countries of the United Kingdom on a map or globe. | Name and locate the capital cities of the United Kingdom and its surrounding seas. | Name and locate vegetation belts across the United Kingdom, explain how | Name and locate rivers of the United Kingdom and describe the impact on human and | Name and locate counties and cities of the United Kingdom, identifying and | Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, |

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| | | | | some of these have changed over time. | physical geography of the places they are found. | describing their human and physical characteristics. | economic activity and transport systems. |
| The world | | Find and name some continents on a world map. | Name and locate the world's continents and oceans on a world map or globe. | Make comparisons of the same geographical feature in different countries. | Locate the countries of Europe (including Russia), North and South America. | 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. |
| Environmental | | Describe how pollution (e.g. litter) affects the local environments. | Suggest ways of improving the local environment. | Identify how people both damage and improve the environment. | Explain how people try to sustain environments. | Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. | Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment. |
| Processes | | Describe in simple terms how wind or water has affected the geography of an area. | Describe how a physical or human process has changed an aspect of an | Explain how the physical processes of erosion, transportation | Describe and explain how physical processes have changed | Describe how physical and human processes give a continent its | Describe how climate, ecology and people are affected by cold, and describe the |

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| | | | environment (e.g. the local environment). | and deposition affect the environment. | the characteristics of a landscape, country or continent. | unique characteristics. | freezing and thawing processes. |
| Patterns | | Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?). | Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times). | Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space). | 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). | Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others. | Identify geographical patterns on a range of scales. |
| weather and climate | | Name the four seasons and describe typical weather conditions for each of them. | 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. | Sequence and explain the features of a physical weather process, such as the water cycle. | Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. | Describe how weather and climate effects land use and food production. | Explain how extreme climates affect the lives of people living there and the human and physical geography. |
| Places | | Identify the similarities and differences between | Describe and compare the physical similarities/differences | Compare and contrast areas of vegetation | Compare and contrast how areas of the | Recognise and describe the physical and | Describe how physical and human processes can lead to |

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| | | the local environment and one other place. | between and area in the United Kingdom and one of a contrasting non-European country. | and biomes in two different locations. | world have capitalised on their physical or human features. | human features of places, appreciating the importance of wider geographical location in understanding places. | similarities/differences in the environments of places and in the lives of people who live there. |
| Changes over time | | Explain what changes are taking place in the local environment. | Explain how a place has changed over time. | Identify changes in the local and global environment. | Describe how changes, in the features of a place, can affect the lives and activities of the people living there. | Explain how things change by referring to the physical and human features of the landscape. | Explain how physical and human processes lead to diversity and change in places. |
| Express views | | Ask and respond to questions about places/environments. | Use given information and observations to ask and respond to questions about the environment, recognising how people affect this. | Provide reasons for their observations, views and judgements regarding places and environments. | Offer reasons for their own views and recognise that other people may hold different views. | Discuss and comment on a range of views people hold about environmental interaction and change. | Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change. |