

### St Levan Primary School- Geography Progress of Skills Map

At St. Levan Primary, a high-quality geography education inspires children to develop curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As they progress, our children's growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### GEOGRAPHY SKILLS KNOWLEDGE AND UNDERSTANDING

EYFS Skills		Key Stage 1 Skills	Lower Key Stage 2 Skills	Upper Key Stage 2 Skills
End of REC: ELG- Children know about similarities and differences in relation to places, objects and materials and living things. They talk about features of their environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.				
<b>Human &amp; physical</b>	<p>Talk about their own environment: places they live and visit.</p> <p>Use small world to recreate.</p>	<p>Use the correct terms for simple geographical features in the local environment.</p> <p>Describe and compare human and physical features seen in their local environment and other places in the world.</p>	<p>Describe and compare different features of human &amp; physical geography of a place, offering explanations for the locations for some features.</p> <p>Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.</p>	<p>Describe how human activity has impacted upon and /or changed the physical and human characteristics of a place in the world.</p> <p>Explain how climate zones, biomes and vegetation belts, affect the physical and human features of a place in the world.</p>
<b>United Kingdom</b>	Begin to name and locate the four countries of the UK.	<p>Name and locate the four countries of the United Kingdom on a map or globe.</p> <p>Name and locate the capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate vegetation belts across the United Kingdom, explain how some of these have changed over time.</p> <p>Name and locate rivers of the UK and describe the impact on human and physical geography of the places they are found.</p>	<p>Name and locate counties and cities of the UK identifying and describing human and physical characteristics.</p> <p>Describe the human characteristics of largest cities of the UK, taking into account population, economic activity and transport systems.</p>

<b>The world</b>	<p>Talk about places that they have visited.</p> <p>Ask questions about the world.</p>	<p>Find and name some continents on a world map.</p> <p>Name and locate the world's continents and oceans on a world map or globe.</p>	<p>Make comparisons of the same geographical feature in different countries.</p> <p>Locate the countries of Europe (including Russia), North and South America.</p>	<p>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.</p> <p>Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.</p>
<b>Environment</b>	<p>Encourage children to turn off lights, recycle and not to waste water and the reasons why.</p>	<p>Describe how pollution (e.g. litter) affects the local environments.</p> <p>Suggest ways of improving the local environment.</p>	<p>Begin to explain how people try to sustain environments.</p> <p>Explain how people try to sustain environments.</p>	<p>Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.</p> <p>Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment.</p>
<b>Processes</b>	<p>Talk about changes nearby e.g. building new houses.</p>	<p>Describe in simple terms how wind or water has affected the geography of an area.</p> <p>Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment).</p>	<p>Explain how the physical processes of erosion, transportation and deposition affect the environment.</p> <p>Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.</p>	<p>Describe how physical and human processes give a continent its unique characteristics.</p> <p>Describe how climate, ecology and people are affected by weather.</p>
<b>Patterns</b>	<p>Begin to spot patterns in the natural world.</p>	<p>Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?).</p> <p>Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times).</p>	<p>Provide a reasonable explanation for features in relation to location</p> <p>Describe patterns in geography and offer clear explanations for why they appear</p>	<p>Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.</p> <p>Identify geographical patterns on a range of scales.</p>

<b>Weather and climate</b>	<p>Talk about every day weather.</p> <p>Begin to talk about seasonal changes.</p>	<p>Name the four seasons and describe typical weather conditions for each of them.</p> <p>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.</p>	<p>Sequence and explain the features of a physical weather process, such as the water cycle.</p> <p>Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.</p>	<p>Describe how weather and climate effects land use and food production.</p> <p>Explain how extreme climates affect the lives of people living there and the human and physical geography.</p>
<b>Places</b>	<p>Make comparisons for example is it hot/cold</p> <p>Is it in a town/country?</p> <p>Is it by the sea?</p>	<p>Identify the similarities and differences between the local environment and one other place.</p> <p>Describe and compare the physical similarities/differences between and area in the United Kingdom and one of a contrasting non-European country.</p>	<p>Compare and contrast areas of vegetation and biomes in two different locations.</p> <p>Compare and contrast how areas of the world have capitalised on their physical or human features.</p>	<p>Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.</p> <p>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.</p>
<b>Changes over time</b>	<p>Begin to talk about simple changes relevant to their lives.</p>	<p>Explain what changes are taking place in the local environment.</p> <p>Explain how a place has changed over time.</p>	<p>Identify changes in the local and global environment.</p> <p>Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p>	<p>Explain how things change by referring to the physical and human features of the landscape.</p> <p>Explain how physical and human processes lead to diversity and change in places.</p>
<b>Express views</b>	<p>Encourage children to give opinions on natural and built environments and give opportunities for them to hear different points of view.</p>	<p>Ask and respond to questions about places/environments</p> <p>Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.</p>	<p>Provide reasons for their observations, views and judgements regarding places and environment.</p> <p>Offer reasons for their own views and recognise that other people may hold different views.</p>	<p>Discuss and comment on a range of views people hold about environmental interaction and change.</p> <p>Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.</p>

