




Geography Milestones

Knowledge Categories	Big Idea (National Curriculum)	Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
 Locational Knowledge	To develop contextual knowledge of the location of local and globally significant places.	<p>Talk about the features of their own environment.</p> <p>Comment/ask questions about his/her familiar world.</p> <p>Talk about how environments vary from one another.</p>	<p>Space: Understand that the UK is split into countries and surrounding seas.</p> <p>Identify some key human and physical features of my local area.</p> <p>Understand that the world has seven continents and five oceans.</p> <p>Understand that the UK is split into countries and surrounding seas.</p>	<p>Space: Understand that the UK is split into countries and regions.</p> <p>Understand that counties contain settlements.</p> <p>Understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.</p> <p>Identify the continents of the world.</p> <p>Use maps to identify some of the countries of Europe and their capital cities.</p>	<p>Space: Identify the location of my region in England and the key human and physical features.</p> <p>Identify some of the countries and settlements of North/South America/ Western USA/Northern Brazil.</p> <p>Give examples of how the landscape in the Western USA/Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes.</p> <p>Identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA/Northern Brazil.</p> <p>Identify the names and locations of the five longest rivers in England.</p>



			<p>Scale: Understand how my local area fits within the United Kingdom.</p> <p>Understand how my classroom fits within the school.</p> <p>Understand how my school fits on the street.</p>	<p>Identify the location of my region in England and the key human and physical features.</p> <p>Identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p> <p>Identify climate zones worldwide and their relation to the equator and poles.</p> <p>Scale: Understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p>	<p>Identify the location of a river in my region.</p> <p>Identify the location of the River Trent and the River Thames.</p> <p>Name biomes and vegetation belts that are found across the world and the UK</p> <p>Identify the location of the New Forest.</p> <p>Scale: Understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>Understand that the USA/Brazil is a country within the North American/South American continent.</p> <p>Understand that Western USA and Northern Brazil are regions within the USA and Brazil.</p>
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				<p>Understand how my region is an area within England.</p> <p>Differentiate between settlements of various sizes, including cities, towns, villages, and hamlets. Understand that England and Italy/Greece are countries within the continent of Europe.</p>	<p>Understand that there are states, cities, and towns within the West Region of the USA and the North Region of Brazil.</p> <p>Make comparisons between my country and the USA/ Brazil in terms of the size of the land and the population.</p> <p>Understand that you can find different ecosystems, vegetation belts and biomes within countries.</p> <p>Understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>
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Place Knowledge

To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand that places can have meaning to people.

Understand that places can have meaning to people.

Understand that people can choose to use land differently, and I can give some examples.

Understand that places can have meaning to people and make some suggestions or examples.

Understand that people can choose to use land in different ways, depending on the land's physical geography.

Understand the similarities and differences between my region and Campania/South Aegean and give some examples.



Understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and give some examples.

Understand that physical features are significant within the local area in which they are located.

Understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.

Understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.



 <p>Human and Physical Geography</p> 	<p>To identify, understand and describe the aspects and effect of human geography.</p> <p>To identify, understand and describe the processes of physical geography.</p>	<p>Identify human features of their local area.</p> <p>Identify physical features of their local area.</p>	<p>Physical and Human Processes:</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Identify how the weather varies around the world.</p> <p>Identify human and physical features.</p> <p>Understand human processes in my local area, including settlements and varied land use.</p> <p>Understand that the poles and equator impact the climate on Earth.</p> <p>Identify and compare some key human and</p>	<p>Physical and Human Processes:</p> <p>Understand that land has height.</p> <p>Identify mountains, hills and rivers on maps.</p> <p>Understand human processes in the UK, including settlements and land use.</p> <p>Understand that land use patterns change over time.</p> <p>Identify some key human and physical features of the UK and my region.</p> <p>Understand how bees are involved in physical processes.</p> <p>Understand that physical processes are the natural</p>	<p>Physical and Human Processes:</p> <p>Understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>Understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA/Northern Brazil.</p> <p>Understand how tectonic movement has shaped the Earth's surface.</p> <p>Understand human processes in my region and Western USA/Northern Brazil, including settlements and economic activity.</p> <p>Identify key features of a river basin, including the source and the mouth.</p> <p>Understand what rivers are and how they are formed.</p> <p>Name and explain the different features of rivers.</p>
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			<p>physical features of my local area to a contrasting locality using key vocabulary.</p> <p>Understand the differences between weather and climate.</p> <p>Cultural Awareness and Diversity: Understand the similarities and differences between my country and other countries.</p> <p>Physical and Human Processes: Identify seasonal and daily weather patterns in the UK.</p> <p>Identify how the weather varies around the world.</p>	<p>forces that change Earth's physical features. Understand how tectonic movement has shaped the Earth's surface.</p> <p>Understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece.</p> <p>Understand human processes in my region and Campania/South Aegean, including settlements and economic activity.</p> <p>Understand the differences between weather and climate and give examples.</p> <p>Explain how the equator, poles, circles and tropics affect climate.</p>	<p>Understand how the climate impacts the landscape through biomes and vegetation belts.</p> <p>Understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.</p> <p>Understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</p> <p>Explain how economic activity in the United Kingdom has changed over time.</p> <p>Cultural Awareness and Diversity: Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p> <p>Interdependence: Understand how the United Kingdom and other countries depend on each</p>
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			<p>Identify human and physical features.</p>	<p>Give reasons for the climate and weather in the United Kingdom.</p> <p>Identify climate zones worldwide and their relation to the equator and poles.</p> <p>Cultural Awareness and Diversity:</p> <p>Understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.</p> <p>Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p> <p>Environmental Impact:</p>	<p>other via the trade of resources and products.</p> <p>Understand that events in other places can impact the UK.</p> <p>Understand that the actions of individuals can have a large-scale impact.</p> <p>Environmental Impact:</p> <p>Outline the environmental impact caused by different economic activities in the UK such as plastic waste.</p> <p>Sustainable Development:</p> <p>Use facts and evidence to judge the sustainability of economic activity in the UK.</p> <p>Make suggestions on how the school can reduce the impact it is having on the environment.</p>
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				<p>Understand how land use impacts the survival of bees.</p> <p>Understand how personal choices on how to use land impact the environment.</p> <p>Sustainable Development: Suggest how to make the school locality more environmentally friendly.</p> <p>Interdependence: Understand that UK settlements rely on different areas of land use to thrive.</p>	
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Geographical Skills and Fieldwork

<p>To be competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> -collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes -interpret a range of sources of geographical information, including maps, 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Use simple fieldwork and observational skills to answer geographical questions and study the schools geography.</p> <p>Use directional language to describe a route.</p> <p>Name and use cardinal directions.</p> <p>Devise a simple, messy map.</p> <p>Collect and record simple data.</p> <p>Present simple data in a chart.</p> <p>Use atlases and globes to discover the continents and oceans of the world.</p>	<p>Use compass points, four-figure grid references, symbols, and keys.</p> <p>Devise a sketch map of my local area.</p> <p>Identify physical features on a map.</p> <p>Locate settlements on a map.</p> <p>Use maps and atlases to discover the United Kingdom and describe features studied.</p> <p>Carry out a geographical enquiry using fieldwork and observational skills.</p> <p>Devise a simple map using information learnt from a geographical enquiry.</p> <p>Use digital mapping to collect data.</p>	<p>Use atlases, maps and globes to locate places and describe features studied.</p> <p>Plan a geographical enquiry using fieldwork and observational skills.</p> <p>Record data in a variety of ways.</p> <p>Present my data using charts and graphs.</p> <p>Analyse data and explain what I have learnt.</p> <p>Collect data using a range of equipment.</p> <p>Use facts and evidence to judge the sustainability of economic activity in the UK.</p>
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	diagrams, globes and aerial photographs -communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length		Use compass directions and locational and directional language to describe the location of features on a map. Use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. Use a key.	Record data using tables and questionnaires. Present collected data using bars and charts. Analyse data and explain what I have learnt. Plan a geographical enquiry using fieldwork and observational skills. Collect weather data using a range of equipment. Record weather data in a variety of ways.	
Vocabulary		EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
		map, direction, hill, mountain, shop, school, town, village, sea, season, rain, snow, wind, sun, hot, cold	aerial plan, aerial view, cardinal points, collection methods, compass, data,, fieldwork, investigation, journey, local, observation, pictogram, position, record, route, symbols, tally chart,	analyse, biodegrade, blueprint, colony, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen,	accumulation, biodiverse, biome, capital, climate zone, condensation, continent, conurbation, desert, earthquake, ecologically diverse, economic activity, economy, environment, global, gross domestic product (GDP), industry, infiltrate, manufacturing, map, megacity,



		<p>address, atlas, beach, bird's eye view, capital, city, coast, continent, country, equator, factory, farm, forest, globe, hill, house, human features, investigation, land use, landmark, local area, messy map, mountains, oceans, office, North Pole, physical features, plan perspective, position, river, settlement, South Pole, valley, temperature, journey, key, characteristics, cliff, climate,, country, fjord, glacier, harbor, port, river, soil, symbol, town, valley, vegetation, weather, capital, temperature, analyse, atmosphere, axes, bar chart, climate, evaluate, forecast, meteorologist, mild, okta, precipitation, gauge, reflect,</p>	<p>pollination, pollinator, reproduction, seedlings, species, ultraviolet, venom, x-axis, y-axis, facilities, hamlet, population, raw materials, rural, semi-rural, site, suburb, suburban, urban, Arctic Circle, earthquake, environment, hemisphere, latitude, locality, location, longitude, peninsula, scale, tropic of Capricorn, tropic of Cancer, volcano, archipelago,</p>	<p>metropolis, mineral, mining, mountain range, pattern, peak, physical processes, plate tectonics, plateau, population density, precipitation, quarrying, raw materials, run off, scale, significance, summit, topographical, trade, transpiration, variation, vegetation belt, water cycle, biome, classify, eastings, ecosystem, grid references, habitat, identification, measuring, native, northings, qualitative, quantitative, channel, confluence, course, delta, erosion, estuary, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, OS map, oxbow lake, river basin, river course, silt, source, spring, tributaries, upper course, agriculture, artificial intelligence, automation, capture, consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, efficient, element, energy, environmental, export, finite, fossil fuel, generate, greenhouse gases, hierarchy, hydrologist, import, industry,</p>
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