



Geography Curriculum Milestones



Be **Courageous!** Live and Learn in **Faith, Hope** and **Love**

| | Early Learning Goals | End of KS1 | End of Lower KS2 | End of Upper KS2 |
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| <p style="text-align: center;">To investigate places</p> | <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> | <ul style="list-style-type: none"> • Ask and answer geographical questions e.g. What is this place like? What or who will I see in this place? What do people do in this place? • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use maps, atlases and globes to name and locate the world's continents and oceans. | <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of an area studied and identify some of their main physical and human characteristics. • Name and locate the world's continents and oceans. | <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location. • Name and locate the countries and regions studied and identify their main physical and human characteristics. |

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| <p>To investigate patterns</p> | | <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. | <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. | <ul style="list-style-type: none"> • Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones. Describe some of the characteristics of these geographical areas. • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe aspects of geographical diversity across the world. |
| <p>To communicate geographically</p> | <p>Talk about the lives of the people around them and their roles in society.</p> | <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. | <p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. • Create maps identifying the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps identifying patterns (such as: land use, climate zones, population densities, height of land). |