Geography End of Year Milestones

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Pupils know that there are different places in the world. They know we live in Liverpool.	Children Know that Liverpool is in the UK. Pupils recognise some similarities and differences between environments and life in this country and others e.g comparing where we live to polar regions and hot countries.	Children will initially focus on the UK and its countries including capital, cities and surrounding seas. They then begin to consider the location of the UK in relation to the rest of the world. They investigate different places around the world and become familiar with the world's seven continents.	Pupils will locate, name and identify characteristics of the four countries and capital cities of the UK. Children begin to locate and name the five Oceans as well as the continents. By the end of Year 2 pupils will have a better understanding of the UK's place in the world and can locate the UK on a world map or globe.	Children will investigate each continent as they learn about countries of the world. They will focus on key topographical features of a region in Spain, making links and comparisons with Merseyside. They will locate hot and cold countries and begin to identify the position of the Equator, Northern and Southern Hemisphere.	Children will focus on countries within Europe as they concentrate on the environmental regions within the Mediterranean. They will name and locate counties and cities of the UK, exploring key human and physical characteristics of a particular region in the North West. They will be introduced to the significance of latitude, longitude and the Equator as well as the idea of time zones.	Children will locate America including the location of North and South America and develop their understanding of the different geographical regions within South America focusing on the key human and physical characteristics of Brazil. They will identify the position and significance of latitude and longitude as well as hemispheres and time zones. They will name and locate countries and cities of the UK including geographical regions.	Children build on their knowledge of the UK exploring land use patterns and understand how some of these aspects may have changed over time as they study their local area and an area within North Wales. They will locate countries around the world as they focus on natural disasters. They will build on their knowledge of the Americas as they focus on North America concentrating on the Great Plains. They identify the tropics of Cancer and Capricorn. Artic and Antarctic circle, the Prime/Greenwich Meridian and

								Time zones.
Place knowledge	Pupils make observations about their immediate surroundings. They can talk about todays weather.	Pupils will make observations of the natural world around them, describing what they see. They can talk about the weather in different places.	Children will become familiar with their school environment and local area. They will be introduced to places in the wider world that contrast the UK and their home city Liverpool. They will study the human and physical geography of a small area in non –European country.	Children continue to develop their knowledge of the UK focusing on the physical and human features of a rural region (Farmland). They understand geographical similarities and differences through the study of a coastal region in the UK and in a non-European country. (Kenya)	Understand geographical similarities and differences through the study of different regions in the UK and abroad focusing on a region in Spain, Madrid (partner school). Children will identify and compare mountain ranges in regions studied.	Children will compare similarities and differences between the Liverpool and a region in the Mediterranean. They will explore industries and settlements within Liverpool and Leeds and compare with employment in other parts of the world.(Fieldwork-Canal and River Trust)	The children will explore the human and physical features of South America and compare them with familiar regions in the UK. They will identify key river systems in the world and compare a local river the River Mersey and the River Dee. They will become familiar with the water cycle and describe the four main stages, evaporation, condensation, precipitation and collection.	Children understand key human and physical features of their local area including its reasons for growth and change. They will make comparisons to an area in North Wales. They will locate areas through latitude, longitude, hemispheres (both North and South) and investigate biomes.
Human and physical geography	Children notice the effect of the changing seasons on the	Pupils develop understanding of the effect of changing	Pupils identify daily weather patterns in the UK and they can	Pupils identify seasonal weather patterns in the UK and the location of	Children will use maps and satellite images to recognise	The children will develop their understanding of climate zones of	Pupils will describe and understand key aspects of	Pupils will describe and understand key aspects of physical and human

	world around them. They begin to talk about different places in the world and notice how they are the same or different.	seasons on the world around them. They recognise some similarities and differences between environments and life in this country and others. They begin to identify human and physical features of their surroundings.	locate and describe cold areas of the world. They will describe some human and physical features of their local area.	hot and cold areas of the world in relation to the Equator and the North and South poles. They will use basic vocabulary to describe the human and physical features of the areas studied.	features such as rivers, mountains and capital cities. They will consider economic activity and how people use the land. They will investigate where our food comes from and discover how land in tropical climate zones is used to produce food.	rivers and mountains, types of land use including economic activity, trade links and distribution of natural resources including energy and food.	physical and human geography within South America and the UK including: the water cycle, climate zones, rivers, mountains, land use, water, types of settlement, economic activity.	geography within the UK and wider world focusing on North America, including biomes, vegetation belts, volcanoes and earthquakes.
Geographical skills and fieldwork	Pupils talk about what they see, using a wide vocabulary. They can discuss and describe familiar routes. They understand position and	Pupils make observations of the natural world around them, describing what they see, hear and feel. They select,	Pupils can find information on aerial photographs. Pupils know that maps give information about the world. They can	Pupils can use aerial photographs to locate local features. They can use a world map to locate and name the worlds' continents and oceans. Pupils can	Pupils can use atlases and globes. They can make simple route maps. They can recognise oblique and aerial views. Pupils can give maps a title to	Pupils can use atlases and globes confidently. They can make detailed route maps using geographical vocabulary to describe the route. They can give a map	Pupils can follow routes on maps. They can use the index and contents page of an atlas and use 4 and 6 figure co-ordinates to locate features.	Pupils can follow and describe routes on maps. They can use thematic maps for specific purposes and can appreciate different map projections. Pupils

	direction using objects then position using words alone.	rotate, manipulate, compose and decompose shapes to develop reasoning skills and describe position. They draw information from and create simple maps e.g land, water, roads.	recognise simple features on a maps such as buildings and roads. Pupils are beginning to use the four compass directions and use simple directional vocabulary. They can follow a simple route on a prepared map. Pupils can recognise simple features on a map such as buildings and roads. They can draw simple maps, real or imaginary. They can recognise some simple map symbols. Pupils can recognise a digital map and are familiar with some simple tools.	use geographical vocabulary to describe a simple route and plot a route using a map. They can recognise features on maps such as roads and rivers. Pupils recognise that maps need a title. Pupils can draw a map of a familiar area using symbols. They are beginning to realise why maps need a key. Pupils can draw a sketch plan. They can use digital map making to find places using a postcode or name, add labels and markers, use the measuring tool to show distance and draw simple routes.	show purpose. Pupils can use 4 figure co-ordinates to locate features. They can make a route of a small area with features in the correct order. They can recognise some Ordnance survey symbols. Pupils use digital map making tools, they can use the zoom function to locate places and add arrange of annotation labels and text.	a title to show purpose. Pupils can recognise that contours show height and slope. They can give direction instructions up to 8 cardinal points and use 4 figure co-ordinates confidently. Pupils can make a map of a small area with features in the correct place adding symbols and a key. They can recognise a range of Ordnance survey symbols. Pupils can make a simple scale plan of a room and use the scale bar on atlas maps. They can use a range of digital map making tools and can highlight an area on a map and measure it using the measurement tool.	Pupils can align a map with a route. Pupils can use 6 – figure grid references. They can make sketch maps of an area using symbols and a key. Pupils can design a plan for a specific purpose. Pupils use agreed Ordnance survey symbols. Pupils can use standard symbols and atlas symbols. They can use models and maps to talk about contours. Digital map making; pupils can use the grid reference tool to record a location. They can add a range of annotation labels and text to help explain features and places.	can give directions and instructions to 8 cardinal points. They can make a plan i.e. for a park, school with a scale and design a map from a description. Pupils can use a scale bar on all maps. They use models and maps to talk about contours and slope. Digital map making; they can find 6 grid references and check using the grid reference tool, use digital maps to research factual information about locations and features.

Key vocabulary	Cloudy, snow, weather, near, far, here, there, map, Church, Paddy's park, inside, outside.	Cloudy, snowy, weather, near, far, here, there, map, church, Paddy's park, Big school, garden, season, Autumn, Winter, Spring, Summer, city, Liverpool, Toxteth.	**Weather around the world:** Autumn, Winter, Spring, Summer, seasons, climate, forecast, North/South pole, compass, continent, arctic, country, globe, map. **Our local area:** Merseyside, environment, river, sea, city, factory, office, bird's eye view, map, North, South, East, West, route, symbol, community. **Australia:** beach, island, ocean, mountain, forest, tourist, community, atlas.	**At the farm:** Seasons, seasonal, climate, flood, coast, landmarks, farm, town, village, aerial view, co-ordinate, county. **Kenya:** Equator, drought, landmark, valley, vegetation, scale, conservation, pollution. **My world and and me:** conservation, cliff harbour, water cycle, settlement, port, grid reference, leisure, pollution, ocean.	**Countries of the world:** biomes/vegetation belts/climate zones, grasslands, tundra, marine. Economic Activity/Trade links: education, manufacture. **Where does our food come from?** farming, natural resources, distribution, economic, energy, minerals, land use. **In the desert:** desert, global warming, arid, erosion, sand dune, reservoir, dam, inhospitable.	**The Med:** Mediterranean, regions, climate zones, leisure, mountains, alpine, avalanche, crevasse, drainage, basin, elevation, glacier, pass, range, ravine, temperate, humid. **Global trade:** banking, economic activity, trade links, finance, industry globalisation, fossil fuel, pollution, currency, latitude, longitude. **Where do people settle?** settlements, coniferous forest, deciduous forest, biomes, vegetation belts, waterway, stream.	**The United Kingdom:** fresh water, urban, rural, population, landmarks, county, mountain range, coastline. **Investigating rivers:** water cycle, evaporation, condensation, precipitation, transpiration, water vapour, current, rapids flow, mouth, source, current, tributary, waterfall, meander, floodplain, delta. **South America:** coastal plains, river basin, highlands, alpine, grassland, tropical, biodiversity, rainforest.	**What is my local area like?** Human/ physical geography, landscape, inner city, service industry, healthcare, site, urbanisation, commercial, retail, recreational, residential. **North America** time Zones Greenwich Mean time, Greenwich Meridian Tropical of Cancer Tropical of Capricorn, glacier. **Extreme earth:** Earthquakes, volcanoes, active, after shock, core, ash cloud, crater, crust, dormant, velocity, epicentre, eruption, hot spot, gases, plates, magma, magnitude, mantle, richter scale, tsunami, seismic waves.