

Geography Milestones Broken down into Year Groups

	Milestone 1	What this looks like in Year 1	What this looks like in Year 2
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 	<ul style="list-style-type: none"> * Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) 	<ul style="list-style-type: none"> * Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
	<ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 		<ul style="list-style-type: none"> *Children to compare features of East Anglia to Jamaica.
	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 	<ul style="list-style-type: none"> *Use a globe and world maps to locate the United Kingdom. Use an atlas to name the countries in United Kingdom. Name other countries close by and the seas and oceans. 	<ul style="list-style-type: none"> *Use globes, world maps and atlases to locate and name the countries in the United Kingdom. Locate Africa, Russia, Greenland and Japan. Name and find the seas and oceans around these countries.
	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> *Locate the school on a local map. Go for a walk around the school. Draw pictures of human and physical features seen. Take photographs and make a model of the school. 	<ul style="list-style-type: none"> *Look on a local map of the area. Locate the school. Discuss what other features they may see on a map. Go for a walk around the local area. Children take photographs and draw pictures of all the human and physical features they see. Class build a big collage of the local environment learning about each feature as they make them.
	<ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> * Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> * Use aerial images and plan perspectives to recognise landmarks and basic physical features
	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<ul style="list-style-type: none"> *Label a map of the United Kingdom independently. Compare each of the capital cities and find the similarities and differences between them by using fact books and photographs.
	<ul style="list-style-type: none"> • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> * Name the world's oceans. *Name the world continents. 	

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To investigate patterns	<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. 		*Study East Anglia as a region and compare to Jamaica.
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Observe and learn about the climate and seasonal changes in the United Kingdom. Africa and Polar Regions. 	<ul style="list-style-type: none"> *Locate the equator on world map. Name places next to the equator. Name countries furthest away from the equator. Find North and South Poles and find out about the weather. Locate United Kingdom from the equator and discuss weather.
	<ul style="list-style-type: none"> • Identify land use around the school. 	The local area.	The local area.
To communicate geographically	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 		<ul style="list-style-type: none"> *use vocabulary to explore and describe: coast, mountain, river, soil, valley and vegetation. *Use vocabulary to describe what a: beach, forest, hill, ocean and weather is.
	<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. 	<ul style="list-style-type: none"> *In Geography lessons use the words: city, town far, house and shops. *In Geography lessons use the words: city, town, village, factory, farm, house, office and shop. Percy the Park Keeper. 	
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Use locational language such as near, far, close by, furthest away, when reading maps and finding places such as the school or the shops. 	<ul style="list-style-type: none"> * Use compass directions (north, south, east and west) to describe the location of features and routes on a map.
	<ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> *Draw own features on a template of a map. Label these features and draw a key to match e.g. rivers, shops, hills. 	<ul style="list-style-type: none"> *Draw features within a grid using references.

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	Milestone 2	What this looks like in Year 3	What this looks like in Year 4
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. 	<ul style="list-style-type: none"> * Ask and answer geographical questions about the physical and human characteristics of a location. Autumn 1: Egypt Autumn 2: Africa Spring 1: Above & Below Spring 2: Farming Summer 1: Romans Summer 2: Transport 	<ul style="list-style-type: none"> * Ask and answer geographical questions about the physical and human characteristics of a location. Autumn 1: Volcanoes Autumn 2: Prehistoric Britain Spring 1: Rainforests Spring 2: Aztecs Summer 1: Habitats Summer 2: Olympics
	<ul style="list-style-type: none"> • Explain own views about locations, giving reasons. 	<ul style="list-style-type: none"> * Explain own views about locations, giving reasons. Autumn 1: Egypt Autumn 2: Africa Spring 1: Above & Below Spring 2: Farming Summer 1: Romans Summer 2: Transport 	<ul style="list-style-type: none"> * Explain own views about locations, giving reasons. Autumn 1: Volcanoes Autumn 2: Prehistoric Britain Spring 1: Rainforests Spring 2: Aztecs Summer 1: Habitats Summer 2: Olympics
	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<ul style="list-style-type: none"> * use globes and atlases to name and locate all the African countries. Find out about the features in some of these countries. Autumn 2: Africa 	<ul style="list-style-type: none"> * Use maps of the world, atlases and digital media and maps to locate rainforests. Find out about the features. Spring 1: Rainforests
	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> Sketch the local church and buildings around Wymington and use old plans and up to date maps of Wymington to compare. Summer 1: Habitats
	<ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> * use books, internet, atlases, and photographs to name and identify human and physical features, including transport. Spring 2: Farming Summer 1: Romans Summer 2: Transport 	<ul style="list-style-type: none"> * use books, internet, atlases, and photographs to name and identify human and physical features of rainforests. Spring 1: Rainforests

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	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	Locate key hills, mountains and rivers in the United Kingdom Spring 1: Above & Below Identify different land uses in the UK Spring 2: Farming Understand how some use of land and transport has changed over time Summer 1: Romans Summer 2: Transport	Locate major cities and counties in the UK on a map Compare Wymington to a major city in the UK Summer 1: Habitats
	<ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Name and locate the countries that have mountain ranges in Europe. Spring 1: Above & Below	<ul style="list-style-type: none"> Name and locate Norway, Sweden, Finland, Poland, Denmark, Slovakia, Hungary, Romania, Bulgaria, Austria, Switzerland, Netherlands and Belarus.
To investigate patterns	<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 some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, and Southern Hemisphere and describe and compare their characteristics. Autumn 2: Africa Spring 1: Above & Below	<ul style="list-style-type: none"> Recap on previous year and then name and locate the tropics of Cancer and Capricorn, the Arctic and the Antarctic circle and compare their time zones. Spring 1: Rainforests
	<ul style="list-style-type: none"> Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> Already covered in objectives above. 	<ul style="list-style-type: none"> Already covered in objectives above.
	<ul style="list-style-type: none"> Describe how the locality of the school has changed over time. 		<ul style="list-style-type: none"> concentrate more on the new build look at plans. Summer 1: Habitats
To communicate geographically	<ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	<ul style="list-style-type: none"> learn about how rivers, mountains are formed. Spring 1: Above & Below	<ul style="list-style-type: none"> Learn about how volcanoes form. Learn about the water cycle. Autumn 1: Volcanoes
	<ul style="list-style-type: none"> 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. 	Human Geography: To study the settlements in land use in Africa Autumn 2: Africa Use and read keys, symbols and four-figure grid references. Used during any map work	Study the local area and a chosen city to contrast and compare <ul style="list-style-type: none"> use the eight points of a compass to help read maps. Summer 1: Habitats Cross-Curricula links to Maths:

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	Milestone 3	What this looks like in Year 5	What this looks like in Year 6
To investigate places	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. 		<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations.
	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. 	*Research physical features in China.	
	<ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 	*Cover this with the country above.	
	<ul style="list-style-type: none"> 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. 	*	*
	<ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 		*Look at different maps for London and compare San Francisco tube and trams.
	<ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	*Locate, name and find out about the following countries and name cities within them: New Zealand, China, Greece, London, South Africa and Argentina.	
	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. 		
To investigate patterns	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	*Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and time zones.	* Identify and describe the geographical significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
	<ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. 	*cover when learning about countries from above.	

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	<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. 	*cover when learning about countries from above.	
	<ul style="list-style-type: none"> • Describe geographical diversity across the world. 	*cover when learning about countries from above.	
	<ul style="list-style-type: none"> • Describe how countries and geographical regions are interconnected and interdependent. 	*cover when learning about countries from above.	
To communicate geographically	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 		<ul style="list-style-type: none"> *• Describe and understand key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle and Tsunamis.
	<ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	* human geography , including: settlements, land use, economic activity including trade links	* human geography , the distribution of natural resources including energy, food, minerals, and water supplies.
	<ul style="list-style-type: none"> • 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 on computers and paper identifying patterns such as land use and height of land – United Kingdom.
	<ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 		