# Geography End of Year Milestones

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Locational Knowledge** | Children will focus on new routines in their immediate environment eg 'The classroom' visiting the school, understanding the locality of the school and how they get here. | Children will initially focus on the UK and its countries as represented in photographs books and stories. They then begin to consider hot and cold countries and investigate the North and South Poles. | Children begin to study and name continents as well as Oceans. They develop their map skills further and plan a journey across the world naming countries. By the end of Year 2 they should have a better understanding of the UK's place in the world and how people and products travel to and from it. | Children are introduced to a variety of countries. They will also be given the opportunity to discover different physical and human characteristics. | Children will be introduced to the significance of latitude, longitude and the equator as well as the idea of time zones. The exploration of rivers helps to develop the children's knowledge of the world's countries. | Children begin to consider areas in North and South America. They will identify lines of latitude and longitude as well as hemispheres and time zones. They will explore other countries by locating the rainforests of the world. | Children will Locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They will identify topographical features and land-use patterns; and understand how some of these aspects have changed over time. |
| **Place Knowledge** | Children will know about similarities and differences between themselves and others, and among families, communities and traditions. | Children will be introduced to places that contrast the UK and their home city Liverpool. They will study local weather when comparing urban and seaside locations. They will be able to locate the arctic and Antarctic regions on a globe. | Children continue to develop geographical features of the UK through countryside locations and find out about the non – European country and compare it to the UK. | Children will compare regions in The European Union with the UK. | Children will look at similarities and differences of the UK and the world's countries through natural disasters. | Children will explore the similarities and differences of the American continents through California, and compare it with areas in the UK like North Wales and how they have influenced each other. | Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |

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| **Human & Physical Geography** | Children will know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate 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. | Children will have identified seasonal and daily weather patterns in the UK and colder conditions in the North and South Poles. They will have developed their geographical vocabulary through learning about the physical features of contrasting places. | Children improve their geographical vocabulary and are required terminology related to physical and human features of countries when using maps, planning journeys around the world. They also learn more about weather patterns in hot areas of the world. | Children will continue to develop their maps skills and should be able to use maps and satellite images to recognise features such as rivers, mountains and capital cities. They will consider economic activity and how people use the land. | The children will develop their understanding of climate zones and types of land use including economic activity, trade and distribution. | Children are collecting and analysing statistics and other information in order to draw clear conclusions about locations?<br><br>They are beginning to understand and explain how countries and geographical regions are interconnected and interdependent? | Children will consider the interaction between elements of human and physical geography. They will look at the impact of trade through tourism on the economies of different countries through detailed case studies. |
| **Geographical Skills & Fieldwork** | Children will talk about how we make journeys/the places we visit as well as looking at public transport and our own | Children develop skills that include using maps, atlases, and globes, compasses, aerial photographs and planned perspectives. They have the opportunity to improve fieldwork and observational skills when studying the geography of their school, its grounds and key human and physical features of local urban and seaside locations. | Through continued map skills development, the children will now use globes and world maps more regularly. They will devise and make their own maps, plan, and make routes. They use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | Children will continue to use maps, atlases and globes, look at more points on a compass and be introduced to grid references. | The children have the opportunity to use different types of maps. They should practice using eight different compass points as well as four and six figure grid references. | Children are required to use maps, atlases and globes with 8 compass points, six figure grid references and apply them to aerial photographs to observe measure and record human and physical features in a range of ways. | Children are required to measure and record the physical and human features both locally and in another location. They will identify key features of growth, decline and other changes. They will apply their knowledge of maps, atlases and globes with 8 compass points and six figure grid references. |