



LEVENS CE SCHOOL

Curriculum Milestones - Geography

Understanding the World			
Communication and Language			
Nursery	<p>Use simple language connected to here and now</p> <p>Begin to understand the need to care for the natural environment and living things.</p> <p>Know that there are different countries in the world and talk about the differences they have seen in photos or experienced.</p> <p>Follow instructions which include positional and directional language.</p> <p>Describe their surroundings through a range of different sources including photographs, books, poems, songs and pictures.</p> <p>Begin to use senses to make sense of their surroundings.</p>		
EYFS	<p>Comment and ask questions to find out more and check understanding.</p> <p>Use geographical vocabulary when talking about places in the world and their locality.</p> <p>Describe key places in the local area</p> <p>Explain how things work and why they might happen.</p> <p>Recognise and describe different places that they have learnt about through non-fiction texts, stories, maps, visits and visitors.</p> <p>Experience non-fiction texts to develop new knowledge and vocabulary.</p> <p>Describe simple routes such as their journey to school.</p> <p>Use directional language including in front, behind, next to.</p> <p>Express views about how to look after our planet and local environment.</p> <p>Begin to recognise differences and similarities between life in this country and other countries.</p> <p>Explore the natural world around them.</p> <p>Develop use their senses to describe the outdoors.</p> <p>Recognise some environments that are different to their own.</p> <p>Use simple maps to find hidden items and location.</p>		
	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1	<ul style="list-style-type: none"> Develop their sense of place within our locality. Begin to understand that places change over time. Begin to recognise and name continents and oceans. Name and identify the countries of the UK. Identify the location of The North and South Pole, and The Equator. 	<ul style="list-style-type: none"> Identify hot and cold areas of the planet. Use geographical vocabulary to describe key physical and human features including city, town, village, farm, forest, wood, river, coast etc. Name and describe the weather of different seasons. Begin to develop greater awareness of pollution on environment. 	<ul style="list-style-type: none"> Use points of a compass to describe position and routes in our school grounds– near, far, left, right, NWES Know that maps and aerial photographs are plan views taken from above. Devise simple maps of our school and surroundings. Use technologies to observe and record the immediate environment. Begin to use atlases and globes to make sense of the world. Observe and describe daily weather patterns. Use simple fieldwork observations to describe and record geography of our school and locality.

By the end of Year 2	<ul style="list-style-type: none"> Identify and describe how places change over time. Name and locate the continents and oceans. Name, locate and describe some of the key features of the 4 countries, capitals and the surrounding seas of the UK. Know and describe the location of places in relation to the position of the Poles and the Equator. 	<ul style="list-style-type: none"> Begin to identify and describe human and physical features using geographical vocabulary. Develop awareness of how climate change can affect the weather. Begin to understand and describe how human activity can the environment in positive and negative ways. Know that life in areas with different climates is different – humans, animals and plants. 	<ul style="list-style-type: none"> Use simple compass directions and locational language to describe features and routes in our locality. Use maps, globes and aerial photographs to identify features and follow routes. Devise own symbols and keys in simple maps. Retrieve information from atlases and globes. Make and use simple equipment to measure and record daily weather patterns. Use fieldwork and observational skills to study geography of the school and its surrounding environment.
Year 3	<ul style="list-style-type: none"> Name and locate the Tropics in relation to the Equator and the North and South Pole. Identify the location of different places and countries in relation to Equator, Poles and the Tropics. Locate the continents of North and South America and some of their countries. Know the location and describe the key features of The Amazon using geographical vocabulary. 	<ul style="list-style-type: none"> Describe and compare the physical and human features of different areas using increasing geographical vocabulary. Know and describe the factors that can affect land use. Begin to recognise that physical and human features can determine location of settlements and landuse e.g. farming, mining, fishing, tourism, rivers etc. Name and describe different types of topographical features – mountains, hills, coasts and rivers with increasing understanding. 	<ul style="list-style-type: none"> Use four points of a compass to describe location of different regions and places. Recognise and describe the different features of settlements using maps and aerial photographs. Begin to understand the concept of scale in maps and atlases. Draw and annotate own maps using information from aerial photographs and digital mapping tools etc. Collect and present data in different ways.
By the end of Year 4	<ul style="list-style-type: none"> Name and locate the main islands surrounding the British Isles. Identify and locate an increasing number of cities (other than capitals) across the UK. Describe and locate the countries and capital cities of South and North America. Locate and name some of the major mountain ranges and volcanoes in the world in relation to the northern and southern hemispheres. 	<ul style="list-style-type: none"> Identify and describe key features of hamlet, village, town, city, megacity. Identify different types of mountains and how they were formed – dome, fault-block, volcanic and fold. Describe different physical processes including the water cycle, earthquakes and volcanic eruptions. Understand how people and settlements adapt to the physical surroundings e.g. living near volcanos. Identify the features of rivers using key vocabulary. Have an increasing concern and awareness of climate change – deforestation. 	<ul style="list-style-type: none"> Find and retrieve relevant information from atlases with increasing independence. Read and interpret different scales when using a range of different maps, atlases and digital technologies. Recognise symbols and locate features on OS Maps. Understand that different types of maps are used to present different information – e.g population, climate, physical features, political. Draw and label simple field sketches of different localities. Use a wider range of geographical vocabulary to describe and label maps and field sketches.

Year 5	<ul style="list-style-type: none"> • Know, locate and describe using geographical language the location of countries and cities in an increasing number of locations. • Know and describe places in relation to the northern and southern hemispheres; Greenwich Meridian Line, Arctic and Antarctic etc. • Understand why and how time is different in different parts of the world. • Understand how different regions can be defined and mapped by their ecology – biomes, vegetation belts etc. 	<ul style="list-style-type: none"> • Understand and explain in detail how settlements in different locations grow, develop and change over time. • Understand the importance of transport links for trade and economy in the world. • Describe the key physical and human features of different locations. • Understand and describe in detail how physical factors and economic activity affect land use. 	<ul style="list-style-type: none"> • Read and interpret a range of different types of maps of the same locality to describe locations – population, physical features, climate. • understand longitude and latitude using atlases and maps. • Use an atlas with increasing confidence to locate specific information and draw comparisons. • Use four figure grid references to identify key landmarks on OS Maps. • Read and interpret an increasing number of symbols on OS maps. • Collect, record and interpret data in our locality on different themes. • Use 8 points of a compass and maps to identify landmarks and follow routes.
By the end of Year 6	<ul style="list-style-type: none"> • Know, locate and describe using geographical vocabulary an extensive range of places in the world. • Recognise and describe how locations have changed over time due to various factors including climate change. • Recognise, describe and calculate different time zones in different locations and places around the world. 	<ul style="list-style-type: none"> • Use a range of geographical vocabulary to identify and describe similarities and differences between locations. • Know and describe how different human activities impact the environment. • Explain some links between people, places and environments. 	<ul style="list-style-type: none"> • Describe different regions using photos, aerial photographs, maps, digital resources. • Use 6 figure grid references to identify key landmarks on OS maps. • Read, interpret and present contours on OS maps in different ways. • Devise field sketches from maps, photographs and digital technologies. • Choose appropriate ways in which to collect, record and interpret data accurately. • Use data to make observations and draw conclusions. • Use maps and compasses to describe locations and determine appropriate routes.