



Geography

Progression of Skills Milestones

Skills	EYFS	Milestone 1 (End of KS1 – Years 1-2)	Milestone 2 (End of LKS2 – Years 3-4)	Milestone 3 (End of UKS2 – Years 5-6)
Location Knowledge	<ul style="list-style-type: none"> To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<ul style="list-style-type: none"> Be able to name the seven continents of the world. Know that a continent is a group of countries. Know that they live in the continent of Europe. Know that an ocean is a large body of water. Be able to name the five oceans of the world. Know that the UK stands for the United Kingdom. Know that the United Kingdom is made up of four countries and be able to name them. Know that a country is a land or nation with its own government. Know that a sea is a body of water smaller than an ocean. Know that there are four bodies of water surrounding the UK and be able to name them. Know the four capital cities of the UK. 	<ul style="list-style-type: none"> To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar 	<ul style="list-style-type: none"> To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). To recognise the name of many counties in the UK. To know the name of many cities in the UK. To name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.



		<ul style="list-style-type: none">• Name some characteristics of the four capital cities of the UK.• Know that a capital city is the city where a country's government is located.	<p>climates, vegetation and animals.</p> <ul style="list-style-type: none">• To know the world's biomes.• To know vegetation belts are areas of the world which are home to similar plant species.• To know that a county is an area of the UK which has its own local government.• To know the name of some counties in the UK (local to your school).• To know the name of some cities in the UK (local to your school).• To know the name of the county that they live in and their closest city.• To begin to name the twelve geographical regions of the UK.• To know the main types of land use• To know some types of settlement.	<ul style="list-style-type: none">• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.• To know that countries near the Equator have less seasonal change than those near the poles.• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.• To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
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Place Knowledge	<ul style="list-style-type: none">• To know that places within this country can differ from each other.• To know that there are differences between places in this country and places in other countries.• ELG: Explain 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.	<ul style="list-style-type: none">• Understand that life in different parts of the world can be both similar to and different from their own experiences.• Know and describe some key similarities and differences between their local area and a contrasting non-European country.	<ul style="list-style-type: none">• To know the negative effects of living near a volcano.• To know the positive effects of living near a volcano.• To know the negative effects an earthquake can have on a community.• To know ways in which communities respond to earthquakes.	<ul style="list-style-type: none">• To know some similarities and differences between the UK and a European mountain region.• To know why tourists visit mountain regions.



	<ul style="list-style-type: none">• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.			
Human and Physical Geography	<ul style="list-style-type: none">• To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.• To know some of the key characteristics of each season.• To know that there are four seasons in a year marked by certain weather conditions.• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*	<ul style="list-style-type: none">• Know the four seasons of the UK and understand that weather describes the conditions outside at a particular time.• Understand that weather and climate vary across different parts of the UK and the world, often because of location.• Know that weather conditions can be measured, recorded and predicted using forecasts.• Know that the Equator is an imaginary line around the middle of the Earth and that places near it are closer to the sun than the North and South Poles.• Know that the North Pole is the northernmost point of Earth and the South Pole is the southernmost point.	<ul style="list-style-type: none">• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.• To know the courses and key features of a river.• To know the different types of mountains and volcanoes and how they are formed.• To know that an earthquake is the intense shaking of the ground.• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.• To know the world's biomes.	<ul style="list-style-type: none">• To know vegetation belts are areas of the world that are home to similar plant species.• To name and describe some of the world's vegetation belts• To know why the ocean is important.• To know the global population has grown significantly since the 1950s.• To know which factors are considered before people build settlements.• To know migration is the movement of people from one country to another.• To know that natural resources can be used to make energy.



	<ul style="list-style-type: none">• To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<ul style="list-style-type: none">• Know and identify key human features of the UK.• Understand that physical features are natural parts of the Earth's surface and that they can change over time due to natural processes.• Know and identify key physical features of the UK, including understanding that a sea is a body of water smaller than an ocean.• Understand that human features are parts of the environment made or built by people and that they change over time.• Know and identify key human features of the UK.	<ul style="list-style-type: none">• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.• To know that climates can influence the foods able to grow.• To know the main types of land use.• To know the different types of settlement.• To know water is used by humans in a variety of ways.• To know an urban place is somewhere near a town or city.• To know a rural place is somewhere near the countryside.• To know that a natural resource is something that people can use which comes from the natural environment.• To know the threats to the rainforest both on a local and global scale.• To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.	<ul style="list-style-type: none">• To know some positive impacts of humans on the environment.• To know some negative impacts of humans on the environment.
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			<ul style="list-style-type: none"> • To know the UK grows food locally and imports food from other countries. 	
<p>Geography Skills and Fieldwork</p>	<ul style="list-style-type: none"> • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain 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"> • Understand that maps represent places from an overhead (aerial) perspective and that aerial photographs are images taken from above. • Know that atlases and maps provide information about the world and specific places, and that maps are created for a clear purpose with a title. • Understand that maps use symbols and colours to represent features and include a key to explain their meaning. • Use directional language and understand compass directions (North, South, East, West), recognising that a compass helps identify direction, especially north. • Understand that a globe is a spherical model of the Earth and that world maps show a flattened representation of it. • Recognise and use different types of maps, including sketch maps. 	<ul style="list-style-type: none"> • To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) • one best to represent data. 	<ul style="list-style-type: none"> • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To know a line graph can represent variables over time. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.



		<ul style="list-style-type: none">• Understand that information about places can be gathered in different ways, such as interviews to collect people's views.• Know that data can be collected and presented using methods such as tally charts and pictograms.	<ul style="list-style-type: none">• To know an enquiry-based question has an open-ended answer found by research.• To know how to use various simple sampling techniques.• To know what a questionnaire and an interview are.• To know that quantitative data involves numerical facts and figures and is often objective.• To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.• To know a Likert scale is used to record people's feelings and attitudes.• To know that qualitative data involves opinions, thoughts and feelings and is often subjective.• To know what a bar chart, pictogram and table are and when to use which one best to represent data.	
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