






Geography Curriculum Milestones

| Connecting Stone | Big Idea (NC links) | Year R | Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
|--|---|--|---|---|---|
| Explorers  | Name explorers and understand how their experiences deepen our knowledge of geographical processes. | Name key explorers and begin to explain their experiences. | Name key explorers and explain their experiences. | Name key explorers and explain their experiences, researching events and exploring their own interests in the explorer. | Name key explorers and compare their experiences to others (key explorers.) Link the experiences of key explorers to modern day. |
| Location  | To develop contextual knowledge of the location of local | Talk about the features of their own environment. | Devise and use simple maps. | Use maps, atlases, globes, and digital mapping to locate | Use different samples of fieldwork (random and systematic) |





| | | | | | |
|--|----------------------------------|--|---|---|---|
| | and globally significant places. | <p>Comment/ask questions about his/her familiar world.</p> <p>Talk about how environments vary from one another.</p> | <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Identify hot and cold places in relation to the Equator and the North and South Poles.</p> <p>Use locational and directional language.</p> | <p>countries and describe features.</p> <p>Describe how the locality of the school has changed over time.</p> <p>Use the eight compass points and four-figure grid references to communicate knowledge of the UK.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the</p> | <p>Name and locate some of the countries and cities of the world's characteristics and understand how some of these aspects have changed over time.</p> <p>Describe geographical diversity across the world.</p> <p>Create maps of locations identifying patterns (such as:</p> |
|--|----------------------------------|--|---|---|---|



| | | | | | |
|--|---|---|--|--|---|
| | | | | Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. | land use, climate zones, population densities, height of land). |
| Physical  | To identify, understand and describe the processes of physical geography. | Identify physical features of their local area. | Name key physical features. Use aerial images and plan perspectives to recognise landmarks and basic physical features. | Understand how people and settlements adapt to the physical surroundings e.g. living near volcanos. Identify different types of mountains and how they were formed – dome, fault-block, volcanic and fold. Use fieldwork to observe and record | Use different types of fieldwork sampling (random and systematic) to observe, measure and record the physical features in the local area. Record the results in a range of ways. Name and locate the countries of Africa and identify their main physical characteristics. |



| | | | | | |
|---|---|---|---|---|---|
| | | | | the physical features in the local area. | |
| Human  | To identify, understand and describe the aspects and effect of human geography. | Identify human features of their local area. | Name key human features, locally and globally. Identify human features, including: city, town, village, factory, farm, house, office and shop. | Use fieldwork to observe and record the human features in the local area. Describe key aspects of human geography, including settlements and land use. | Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human features in the local area. Record the results in a range of ways. Name and locate the countries of Africa and identify their main human characteristics. |
| Comparisons  | Understand geographical similarities and differences | Describe the similarities and differences between | Know that life in areas with different climates is different | Describe and understand key aspects relating to | Identify how Europe has changed. |



| | | | | | |
|--|---------------------------------------|-------------------------------------|--|--|---|
| | through human and physical geography. | two areas- local and one of choice. | <p>– humans, animals and plants.</p> <p>Describe the similarities and differences between two areas- national and international.</p> | <p>weather and climate & change in climate.</p> <p>Describe geographical similarities and differences between countries.</p> | <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> |
|--|---------------------------------------|-------------------------------------|--|--|---|