



Geography end of year milestones 2020-21

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge LK	Children will focus on new routines in their immediate environment eg 'the classroom' visiting the school hall or church and 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 European countries such as Poland and Spain. They will also be given the opportunity to discover different mountain ranges far and wide, look at Catalonia and its 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 and develop their understanding of Patagonia and California. 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 build on their knowledge of the UK. They will do this by looking at how Liverpool has changed over time and contrast it with the village of Weaverham. They will explore The Great Barrier reef and locate these areas with detailed mapping. They will locate Australia and areas of the Americas
Place Knowledge PK	Children will know about similarities and differences between themselves and others, and among families, communities and traditions. 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 introduced to places that contrast the UK and their home city Liverpool. They will study local weather when comparing urban and rural 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 coastal resorts and find out about the non – European country of Kenya and compare it to the UK.	Children will compare two regions in The European Union - Poland and Spain with the UK.	Children will look at similarities and differences of the UK and the world's countries through natural disasters. They will explore the popularity of the city of London and the impact the city has on surrounding areas and how it has been influenced by migration	The children will explore the similarities and differences of the American continents through California, Patagonia and comparing it with areas in the UK like North Wales and how they have influenced each other.	Children learn about Liverpool, its reasons for growth and change and why the village of Weaverham has grown in mid Cheshire. They will locate The Great Barrier Reef, Australia and Nova Scotia, Canada through latitude, longitude, hemispheres (both North and South)
Human & Physical Geography HF PF	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.	By the end of the year 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 and in Kenya. They also learn more weather patterns in hot areas of the world through a unit on Kenya.	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 of rivers and types of land use including economic activity, trade and distribution.	A close study of Patagonia and California allows children to study physical and human geographical features and how people have adapted to the landscape through industry and sustainability.	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 of aquatic biomes, The Great Barrier Reef, Australia, The wetlands of Pantanal, Brazil

<p>Geographic al Skills & Field Work</p> <p>ES</p>	<p>Journeys Topic will include a 'beach visit' We will talk about how we make those journeys/the places we visit as well as looking at public transport and our own</p>	<p>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 rural locations.</p>	<p>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.</p>	<p>The children will continue to use maps, atlases and globes, look at more points on a compass and be introduced to grid references.</p>	<p>The children have the opportunity to use different types of map including OS and Globes. They should practice using eight different compass points as well as four and six figure grid references. He will record and measure weather conditions.</p>	<p>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 and create a presentation.</p>	<p>Children are required to measure and record the physical and human features both locally and in the countryside. They will visit the village of Weaverham to 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.</p>
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