



Geography end of year milestones 2023-24

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Locational Knowledge</p> <p>LK</p> | <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different from the one in which they live. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | <p>Children will initially focus on the UK and where Liverpool is located. Children will then proceed to explore the type of weather we experience in the UK. They then begin to consider hot and cold countries and investigate the North and South Poles.</p> | <p>Children continue to develop their understanding of Liverpool's location in the world through our mapping unit. This supports the children when they come to study and name continents as well as oceans. By the end of Year 2 they should have a better understanding of the UK's place in the world and how people travel to and from it.</p> | <p>Children will continue their study of the UK looking at counties that are significant to them. They will also be given the opportunity to discover different mountain ranges far and wide, look at Catalonia and its physical and human characteristics.</p> | <p>Children will identify significant rivers of the UK. They will also be exploring volcanoes and earthquakes, allowing them to recap their knowledge of continents and understand the location of these significant hazards in relation to the UK.</p> | <p>Children begin to consider areas in North and South America and develop their understanding of Brazil and California. They will identify hemispheres and biomes.</p> | <p>Children build on their knowledge of the UK. They will do this by looking at how Liverpool has changed over time. They will identify lines of latitude and longitude and time zones.</p> |
| <p>Place Knowledge</p> <p>PK</p> | <ul style="list-style-type: none"> • 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. • 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. | <p>Children will be introduced to places that contrast the UK and their home city Liverpool. They will compare urban and rural locations. They will be able to locate the arctic and Antarctic regions on a globe.</p> | <p>Children continue to develop geographical features of the UK through our coastal unit and find out about the non – European country of Australia and compare it to the UK.</p> | <p>Children are introduced to Catalonia as a European study, which will include locating it on a map and identifying its place in the world and in relation to the UK</p> | <p>Children will look at similarities and differences of the UK and the world's countries through natural disasters. They will explore the meaning of trade and how it is evident across the world and within the UK</p> | <p>The children will explore the similarities and differences of the American continents through California. Recognising the economical impact of human and physical features and referring to previous learning of trade.</p> | <p>Children learn about the impact of land use, and will discuss the changes overtime in their local area. They will locate a range of cities and countries through latitude, longitude. They will also explore time zones. They will discuss the meaning of sustainable tourism and how this looks in many areas of the world.</p> |
| <p>Human & Physical Geography</p> <p>HF PF</p> | <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons. | <p>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/human features of urban and rural areas.</p> | <p>Children will compare and contrast physical and human features of the UK and Australia a refer back to their year 1 topic, discussing climate and weather.</p> | <p>Children will continue to develop their maps skills and should be able to use maps and satellite images. They will consider economic activity and how people use the land.</p> | <p>The children will develop their understanding of climate zones of rivers and types of land use including economic activity, trade and distribution.</p> | <p>A close study of California allows children to study physical and human geographical features and how people have adapted to the landscape through industry and sustainability. They will also recognise the significant biomes of our earth.</p> | <p>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/</p> |
| <p>Geographic Skills & Field Work</p> <p>ES</p> | | <p>Children develop skills that include using maps, atlases, and globes, compasses, aerial and photographs. They have the opportunity to create meaningful maps of the school and the local are. They should recognise human and physical</p> | <p>Through continued map skills development, the children will now use globes and world maps. Children should be able to navigate a simple key. They will devise and make their own maps, plan, and make routes. They use aerial photographs and plan perspectives to recognise landmarks and</p> | <p>The children will complete a mapping unit focusing on OS maps. Discussing their importance and how they differ from other maps. They should recognise basic keys for OS maps. They will study all 6 points on a compass</p> | <p>The children have the opportunity to use different types of maps including OS and Globes. They should continue to practice four and six figure grid references.</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.</p> | <p>Children are required to measure and record the physical and human features locally. They will apply their knowledge of maps, atlases and globes with 8 compass points and six figure grid references.</p> |

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| | | features of local urban and rural locations. | basic human and physical features. They should observe physical and human features in a local environment. | and be introduced to grid references. | | | |
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