



Geography Milestones

Locational Knowledge

EYFS	Milestone 1	Milestone 2	Milestone 3
Understanding of the World (People Culture and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.	National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.	National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.
1.Children know that there are different countries in the world and can talk about the differences they have experienced or seen in photos. 2. Children can name where they live	- Children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Children can use key vocabulary to demonstrate knowledge and understanding in this strand. - Children can name and locate the world's seven continents and five oceans. - Children can use key vocabulary to demonstrate knowledge and understanding in this strand.	- Children can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed - Children can use key vocabulary to demonstrate knowledge and understanding in this strand. - Children can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics - Children can use key vocabulary to demonstrate knowledge and understanding in this strand.	- Children can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time - Children can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; - Children can use key vocabulary to demonstrate knowledge and understanding in this strand. - Children can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern



			Hemisphere and use longitude and latitude to find locations on a map
VOCABULARY			
Rosherville, Northfleet, Gravesend, England, country, map, world, globe school, church, supermarket, road, river, railway	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, country, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, North, East, South, West	county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, atlas, Equator physical features, human features, continent, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	atlas, index, coordinates, contour, altitude, peaks, slopes, elevation, erosion continent, country, city, North America, South America, border, key latitude, longitude, coordinates, meridian hemisphere, Equator contour, continent, country, city, North America, South America, border, key.

Place Knowledge

EYFS	Milestone 1	Milestone 2	Milestone 3
Understanding of the World (People Culture and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.	National Curriculum Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.	National Curriculum Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Children can recognise some similarities and differences between life in this country and life in other countries. - Children can explore the natural world around them.	- Children can compare a local city/town in the UK with a contrasting city/town in a different country - Children can use key vocabulary to demonstrate knowledge and understanding in this strand.	- Children can understand geographical similarities and differences through the study of human and physical of a region of the United Kingdom - Children can explore similarities and differences, comparing the human and physical geography of a region	- Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region of Eastern Europe - Children can understand geographical similarities and differences through the study of



- Children can recognise some environments that are different to the one in which they live. - Children can 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. - Children 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		of the UK and a region of South America Children can use key vocabulary to demonstrate knowledge and understanding in this strand:	human and physical geography of a region of the United Kingdom, a region of Eastern Europe and South America Children can use key vocabulary to demonstrate knowledge and understanding in this strand.
VOCABULARY			
Field, wood, forest, river, beach, sea, mountain, hill, desert, weather	South America, London, Brasilia, compare, capital city, China, Asia, country, population, people, place, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. coast, sea	Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	physical features, climate, human geography, land use, settlement, inhabitants, population economy, natural resources, environment, transportation, vegetation, longitude, latitude,



Human and Physical Geography

EYFS	Milestone 1	Milestone 2	Milestone 3
Understanding of the World (People Culture and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Understanding of the World (Past and Present) Talk about the lives of the people around them and their roles in society	National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.	National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.	National Curriculum Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Children can understand some important processes and changes in the natural world around them, including the seasons. - Children will begin to understand the need to respect and care for the natural environment and all living things.	- Children can identify seasonal and daily weather patterns in the United Kingdom - Children can use basic geographical vocabulary to refer to key human and physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Children can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	- Children can describe and understand key aspects of physical geography, including climate zones and biomes, volcanoes, desert tornadoes, tsunamis and earthquakes - Children can describe and understand key aspects of human geography, including: types of settlement and land use - Children can use key vocabulary to demonstrate knowledge and understanding in this strand.	- Children can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; - Children can use key vocabulary to demonstrate knowledge and understanding in this strand. - Children can describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources



			including energy, food, minerals and water
VOCABULARY			
Spring, summer, autumn, winter, weather, sunshine, rain, cloudy, nature, living things, care	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour, shop	climate, desert, arid, precipitation, settlement, settler, site, shelter, island, trade, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicenter, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, settlement, settler, site, need, shelter, food.	the water cycle; evaporation, water cycle, deposition, evaporation, condensation, precipitation, cooling, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental, characteristic



Geographical Skills and Field Work

EYFS	Milestone 1	Milestone 2	Milestone 3
Understanding of the World (People Culture and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.	National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).	National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Children can understand position through words alone. For example, "The bag is under the table," – with no pointing. - Children can describe a familiar route. - Children can discuss routes and locations, using words like 'in front of' and 'behind'. - Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Children can use all their senses in hands-on exploration of natural materials. - Children can draw information from a simple map.	- Children can use simple fieldwork and observational skills to study the geography of the surrounding area, including physical features - Children can use key vocabulary to demonstrate knowledge and understanding in this strand. - Children can use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage - Children can use simple compass directions and locational and directional knowledge to describe the location of features and routes on a map. - Children can devise a simple map; and use and construct basic symbols in a key	- Children can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; - Children can use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; - Children can use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; - Children can use key vocabulary to demonstrate knowledge and understanding in this strand.	- Children can use maps, atlases, globes and digital/computer mapping to locate countries and describe features - Children can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Children can use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies - Children can use key vocabulary.



VOCABULARY			
Under, beside, next to, in front, behind, map, grass, tree, path, field, playground, see hear, smell, touch	Locality, direction, plan, record, observe, aerial view, map, key, globe, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, survey, classify	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph, data