



### Introduction

Milestones are designed to provide focus for progression points throughout a child’s journey through the school. Early Years Foundation Stage is also included in this document to highlight the links between Early Years and the National Curriculum. For Years 1 to 6, teachers refer to the [National Curriculum](#) at all planning stages.

### Milestones: Early Years Foundation Stage

There are separate plans for EYFS which outline the topics covered and highlight cross-curricular links (including within the National Curriculum). Below is an explanation of how the subject links with the Areas of Learning in EYFS.

|  | Area of Learning link to the subject |                                 | Objective/s  |
|--|--------------------------------------|---------------------------------|--|
| Nurseries<br>(3 and 4 years old)               | Mathematics                          |                                 | <ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>  |
|  | Understanding the World              |                                 | <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>  |
| Reception<br>(4 and 5 years old)               | Understanding the World              |                                 | <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>                              |
| End of Reception:<br>Early Learning Goal (ELG) | Understanding the World              | People, Culture and Communities | <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul> |
|  |                                      | The Natural World               | <ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>                             |

# Sonning Church of England Primary School

## Curriculum Milestones: Geography V1



### Milestones: Years 1 to 6 (National Curriculum)

As previously stated, we follow the National Curriculum. Using the National Curriculum as our core document, we have created milestone objectives for Key Stage 1 (KS1), Lower Key Stage 2 (LKS2) and Upper Key Stage 2 (UKS2) based on our own curriculum needs and research from a range of sources.

| Locational Knowledge |   |
|----------------------|---|
| KS1                  | <p><b>KS1 Geography National Curriculum</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans, using prompts and aids from their learning.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</li> </ol>  |
| LKS2                 | <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe.</li> <li>Name and locate counties and cities of the United Kingdom (and places of significance in the local area), identifying human and physical characteristics including hills, mountains, rivers and seas.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand.</li> </ol>   |
| UKS2                 | <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Use maps to locate the world's countries and major cities, including some European countries, and South America.</li> <li>Name and locate counties and cities of the United Kingdom and locating their physical features, including mountains, and rivers.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</li> </ol> |

**Building strong foundations for the years ahead (Matthew 7:24-25)**

Love - Courage - Respect - Aspiration - Curiosity

# Sonning Church of England Primary School

## Curriculum Milestones: Geography V1



| Human Geography |  |
|-----------------|--|
| KS1             | <p><b>KS1 Geography National Curriculum</b><br/>Children will understand key human geographical features of the world.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Compare the human features of the UK with a contrasting country in the world.</li> <li>Compare the human features of a local city/town in the UK with a contrasting city/town in a different country.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</li> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ol>  |
| LKS2            | <p><b>KS2 Geography National Curriculum</b><br/>Children locate a range of the world's most significant human features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom.</li> <li>Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America (Rio de Janeiro) human geography, including: types of settlement and land use.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand including humans' effect on the environment.: pollution, settlement, settler, site, need, shelter, food.</li> </ol>  |
| UKS2            | <p><b>KS2 Geography National Curriculum</b><br/>Children will locate a range of the world's most significant human features. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America.</li> <li>Understand geographical similarities and differences through the study 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; and reasons for migration.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand including humans' effect on the environment: 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.</li> </ol> |

# Sonning Church of England Primary School

## Curriculum Milestones: Geography V1



| <b>Physical Geography</b> |   |
|---------------------------|---|
| <b>KS1</b>                | <p><b>KS1 Geography National Curriculum</b></p> <p>Children will understand key physical geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Compare the physical features of the UK with a contrasting country in the world.</li> <li>Compare the physical features of a local city/town in the UK with a contrasting city/town in a different country.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ol>   |
| <b>LKS2</b>               | <p><b>KS2 Geography National Curriculum</b></p> <p>Children locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</li> <li>Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America (Rio de Janeiro).</li> <li>Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution.</li> </ol>  |
| <b>UKS2</b>               | <p><b>KS2 Geography National Curriculum</b></p> <p>Children will locate a range of the world's most significant 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.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and South America.</li> <li>Understand geographical similarities and differences through the study of physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, positive, negative, economic, social, environmental.</li> </ol> |

# Sonning Church of England Primary School

## Curriculum Milestones: Geography V1



| <b>Map &amp; Fieldwork Skills</b> |  |
|-----------------------------------|--|
| <b>KS1</b>                        | <p><b>KS1 Geography National Curriculum</b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions and locational and directional to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key.</li> <li>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ol> |
| <b>LKS2</b>                       | <p><b>KS2 Geography National Curriculum</b></p> <p>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).</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.</li> <li>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</li> </ol>                                |
| <b>UKS2</b>                       | <p><b>KS2 Geography National Curriculum</b></p> <p>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.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>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.</li> <li>Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ol>             |