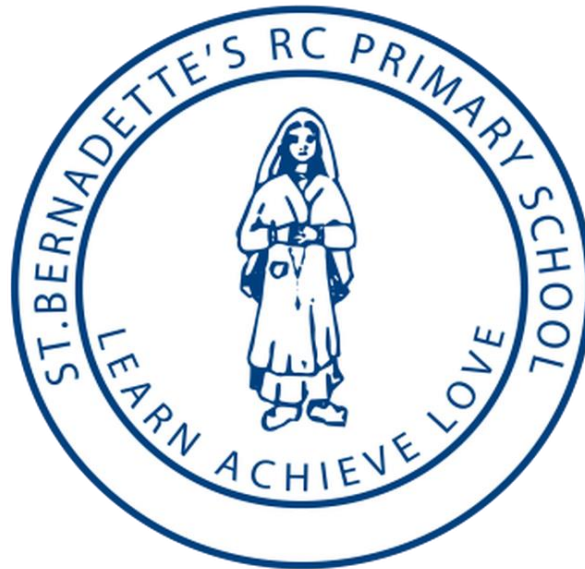


# **ST BERNADETTE'S RC PRIMARY SCHOOL**



**GEOGRAPHY – MILESTONES (Progression of Skills)**



St Bernadette's RC Primary School  
*Geography - Subject Progression*

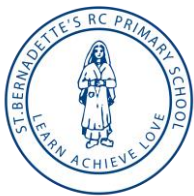


**The National Curriculum for Geography aims to ensure that all pupils:**

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Geography – Progression in Knowledge and Understanding**

	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Investigate Places</b>  This concept involves understanding the geographical location of places and their physical and human features.	<ul style="list-style-type: none"><li>• Describes features of the natural world around them, e.g. playground, field, road, fence, shop, house</li><li>• Becomes familiar with a globe and where on the globe:<ul style="list-style-type: none"><li>- They live (near the top)</li><li>- Arctic areas (top &amp; bottom)</li></ul></li><li>• Identify water/land on maps &amp; globes</li><li>• Identify buildings, roads, grass, water on aerial photos</li><li>• Knows there are different countries in the world and can name some that they are familiar with.</li></ul>		<ul style="list-style-type: none"><li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li><li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li><li>• Use simple fieldwork and observational skills to study the geography of the school and the</li></ul>		<ul style="list-style-type: none"><li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li><li>• Explain own views about locations, giving reasons.</li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li><li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li><li>• Use a range of resources to identify the key physical and human features of a location.</li><li>• Name and locate counties and cities of the United Kingdom, geographical</li></ul>		<ul style="list-style-type: none"><li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li><li>• Identify and describe how the physical features affect the human activity within a location.</li><li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li><li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li><li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and</li></ul>	



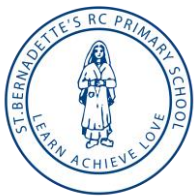
# St Bernadette's RC Primary School

## Geography- Subject Progression



### Geography – Progression in Knowledge and Understanding

	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			key human and physical features of its surrounding environment. <ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>		regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>		topological maps - as in London's Tube map). <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	
<b>Investigate Patterns</b>  This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	<ul style="list-style-type: none"> <li>• Know some similarities &amp; differences between their immediate environment and a contrasting environment e.g. Polar regions</li> <li>• Talks about features of other places such as Polar Regions.</li> <li>• Uses photos and images to compare their life to life in other countries.</li> <li>• Become familiar with, and name some features of their school environment during the distinct seasons.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European 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>• Identify land use around the school.</li> </ul>		<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> </ul>	



# St Bernadette's RC Primary School

## Geography- Subject Progression



### Geography – Progression in Knowledge and Understanding

	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	
<p><b>Communicate Geographically</b></p> <p>This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>Describes a journey within the local environment e.g. my journey to school using geographical vocab e.g. I walk/drive past Morrison's, the park, the Church, a post-box.</li> <li>Looks at maps and identify simple features, e.g. roads, water, fields.</li> <li>Draws simple maps of real/fictional places e.g. a treasure map</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) 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. Use simple grid references (A1, B1).</li> </ul>	<ul style="list-style-type: none"> <li>Describe key aspects of:               <ul style="list-style-type: none"> <li><b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements and land use.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:               <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>				