

# Geography Milestones



KNOTTY ASH  
PRIMARY  
SCHOOL  
& DEAF RESOURCE BASE

---

LYDIATE  
LEARNING TRUST

This policy was written in Autumn 2021

This Policy was last reviewed in October 2025

This policy is due for review in Autumn 2026

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nursery   | <p><b><u>The Natural World</u></b></p> <p>Use all their senses in hands-on exploration of natural materials<br/>Explore collections of materials with similar and or different properties.<br/>Talk about what they see, using a wide vocabulary</p>                                                                                                                                                                                                                                                                                                  | <p><b><u>People, Cultures and Communities</u></b></p> <p>Show an interest in different occupations<br/>Continue to develop positive attitudes about the differences between people.<br/>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>                                                                                                                                                                                                                                                                                                                             |
| Reception | <p><b><u>Understanding the World</u></b></p> <p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <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> | <p><b><u>Understanding the World</u></b></p> <p><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society</li> </ul> <p><b><u>People, Cultures and Communities</u></b></p> <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> |

|               | <u>Locational Knowledge</u>                                                                                                                                                                                    | <u>Place Knowledge</u>                                                                                                                                                                                              | <u>Human and physical geography</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Geographical skills and fieldwork</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year1</b>  | Name and locate local towns and the four countries of the UK.                                                                                                                                                  | Observe and describe the human and physical geography of a small area of the United Kingdom.                                                                                                                        | <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>                                                                                                                                                                                          | <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>                                                                     |
| <b>Year 2</b> | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country (Kampong Ayer, Brunei). | <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p> | <p>Use world maps and atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas.</p> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 3</b> | <p>Name and locate countries and cities of the UK and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a region within North or South America.</p>  | <p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (inc volcanoes and earthquakes) and land patterns; and understand how some of these aspects have changed over time.</p> <p>Physical geography, including: climate zones.</p> <p>Human geography, including: types of settlement and land use economic activity including trade links.</p> | <p>Use maps and atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human features studies using a range of methods, including sketch maps, plans and digital technologies.</p> <p>To use and apply the four points of a compass, four and six-figure grid references.</p> |
| <b>Year 4</b> | <p>Locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>                                                                                                                                                                                                                                                                                                                    | <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p> | <p>Describe and understand key aspects of:</p> <p>Human geography, including: land use and the distribution of natural resources including energy.</p> <p>Physical Geography including: climate zones, biomes and vegetation belts</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>                                                                                      | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, graphs, and digital technologies.</p> <p>Learn the eight points of a compass, and four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>                                                |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 5</b> | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Locate the main countries in Asia - China</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>and the Greenwich Meridian. Linking with science, time zones, night and day</p> | <p>To understand geographical similarities and differences through studying features in a European country.</p> <p>Compare a region in the UK with a region in N. or S. America with significant differences and similarities.</p> <p>Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p> | <p>Describe and understand key aspects of physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Describe and understand key aspects of Human geography, including: types of settlement and land use, economic activity i Reservoirs including trade links, and the distribution of natural resources including food and minerals.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History</p> <p>Distribution of natural resources focussing on silk.</p> <p>Understand that even 'green' and 'renewable' energy schemes will have environmental costs.</p> <p>Describe and understand key aspects of physical geography including climate zones, mountains, rivers vegetation belts.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To locate the Geographical regions of the UK using the eight points of the compass.</p> <p>Expand map skills to include non-UK countries.</p> <p>To use four-figure and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure 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.</p> <p>Use the eight points of a compass.</p> |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 6</b></p> | <p>Locate the main countries in Africa and the key physical and human characteristics of cities.</p> <p>Locate the counties and cities in the United kingdom, geographic regions and their identifying human and physical features.</p> <p>Locate the world's countries and continents concentrating on their environmental regions, key physical Characteristic – Mountains ,Global warming.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Identify the position and significance of latitude/longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> | <p>Compare the physical geography of a region in the UK to a non-European country.</p> | <p>Describe and understand key aspects of physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts and mountains.</p> <p>Describe and understand key aspects of Human geography, economics activity and the distribution of natural resources including, water and energy including hydroelectric energy.</p> <p>Describe and understand key aspects of physical geography including the movement of the Earth's plates.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Expand map skills to include non-UK countries.</p> <p>To interpret satellite images of mountain ranges.</p> <p>To use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom the wider world.</p> <p>To interpret keys and symbols of physical maps and atlases for land height and tectonics plates.</p> <p>Use fieldwork to observe, measure 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.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth</p> |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|