



ROCKCLIFFE FIRST SCHOOL: Geography Milestones

By the end of Nursery	
To investigate places	<ul style="list-style-type: none"> • Talk about key features of local area • To explore China and the Chinese New Year
To investigate patterns	<ul style="list-style-type: none"> • Observe and understand the changes in the seasons and the weather
To communicate geographically	<ul style="list-style-type: none"> • Explore local bird life and record as part of "The Great big bird watch."

By the end of Reception	
To investigate places	<ul style="list-style-type: none"> • Name street furniture in locality • Name special building in locality and explain function – role play and small world re-enactment • Interpret google Earth view of the route between school and home/ beach, name features • Know physical features of the beach • Understand/ articulate beach safety • Draw some features and buildings from life and from photographs • Name locality features on simple route to the beach • Name other special buildings in the community and talk about /explain function • Talk about features of local environment.
To investigate patterns	<ul style="list-style-type: none"> • Describe changes to beach in summer • Name and compare physical features using aerial view

	<ul style="list-style-type: none"> Identify similarities and differences of plants/animals on beach/ woodland
To communicate geographically	<ul style="list-style-type: none"> Know how to stay safe in the summer Look at beach detritus – natural /man- made & talk about our impact Describe and represent home in 2d and 3d, naming rooms & parts of building Understand how to recycle rubbish Explain why we recycle rubbish – the five Rs.

	By the end of Year 2
To investigate places	<ul style="list-style-type: none"> 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?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s continents and oceans.
To investigate patterns	<ul style="list-style-type: none"> 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. 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. Identify land use around the school.

<p>To communicate geographically</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • 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. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
---	--

<p>By the end of Year 4</p>	
<p>To investigate places</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical 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. • Name and locate the countries of Europe and identify their main physical and human characteristics.
<p>To investigate patterns</p>	<ul style="list-style-type: none"> • 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. • Describe geographical similarities and differences between countries.

	<ul style="list-style-type: none">• Describe how the locality of the school has changed over time.
To communicate geographically	<p>Describe key aspects of:</p> <ul style="list-style-type: none">• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.• human geography, including: settlements and land use. <p>• 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.</p>