



**The Raleigh Primary School**

**End of Year Milestones**

**What must children achieve in geography in order to be ready for next year?**

Reception:

- Draw information from a simple map.
- Describe their immediate environment from what they see, hear and feel outside.
- Recognise the similarities and differences between life in this country and environments that are different to the one in which they live - drawing on knowledge from stories, non-fiction texts and maps.

Year 1:

- Observe the location of human and physical geographical features at a local scale.
- Make observations about where things are e.g. within school or local area.
- Recognise and use everyday terms to describe places and geographical features.
- Learn names of some places within/around the UK.

Year 2:

- Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas) and wider world (continents and oceans).
- Know what a symbol and a key are for and be able to locate Jamaica on a map.
- Identify the basic characteristics of the UK and Jamaica.
- Use basic geographical vocabulary to describe places or human and physical geographical features, e.g. hill, river, street, shop, town.
- Identify simple and broad geographical patterns, e.g. seasonal and daily weather patterns, and hot and cold areas from pole to pole.

Year 3:

- Be able to identify and locate all the home countries, capital cities and surrounding seas.
- Recognise the physical and human geography of Scotland.
- Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language.
- Ask and answer geographical questions about the physical and human characteristics of a location (Florida).



- Identify, describe and explain the causes of earthquakes. To understand why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world.

**Year 4:**

- Be able to identify and locate a range of countries and significant geographical features in South America.
- Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc.
- Suggest simple solutions to solve geographical issues.
- Be able to use atlases, globes and maps to locate rainforests on a World map.
- Understand how climate affects both the landscape of different biomes and the plants and animals that can live there.
- Begin to use 8 compass points.

**Year 5:**

- Be able to identify African countries, their physical features and locate them on a map.
- Explore the physical and human features of Egypt, Kenya, the Savannah and Sahara desert and suggest simple reasons to explain features & patterns, using subject-specific vocabulary, and appropriate diagrams and maps.
- Explain some detailed reasons for the similarities and differences between places.
- Identify some reasons why places / features / patterns change.
- Explain how changes in geography affect the lives and activities of people.
- Suggest valid reasoned solutions to geographical issues in Africa.
- Locate and understand the features of coastal areas around the UK.
- Explain the human and physical features of Iceland.
- Understand how volcanoes affect the lives of people.

**Year 6:**

- Give substantiated reasons to explain features & patterns, using geographical vocabulary, diagrams and maps.
- Develop an understanding of Ordnance Survey maps and symbols.
- Be able to read and plot 4 digit and 6 digit grid references.
- Give substantiated reasons to explain the similarities & differences between other places and Horsley.
- Give substantiated reasons to explain why places and geographical features change – Horsley over time.
- Understand the characteristics of mountains.
- Know how different mountains are formed and identify specific mountain ranges.