

Geography Milestones

Year 5 and 6



Threshold Concept	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
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 including characteristics, capital cities and surrounding seas, as well as being able to name and locate the world's continents and oceans. • 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. 	<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 the major cities of the United Kingdom and capital cities of major countries in Europe and the rest of the world using maps, atlases, globes and digital/computer mapping. <p>Will create a case study of contrasting locations that describes identifying human and physical features including hills, mountains, cities, rivers, key topographical features and land uses.</p>	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • 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. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps). • 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.

Threshold Concept	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
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. 	<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 locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world.

Threshold Concept	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
To communicate geographically	<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). 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • 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. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

YEAR 5 + 6

POP TASKS



TO INVESTIGATE PLACES

TO INVESTIGATE PLACES		
Milestone:	Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To understand why data is important and how it can be used to draw conclusions. ➤ To experience different ways of collecting data. ➤ To experience different ways of presenting data such as in tables and graphically. ➤ To draw conclusions based on the data analysed. 	<ul style="list-style-type: none"> ➤ To collect data accurately using the appropriate apparatus and record the results. ➤ To interpret the results and present in a meaningful fashion. ➤ To make reasoned conclusions based on the data analysis. 	<ul style="list-style-type: none"> ➤ To be able to identify, explain and where possible discount anomalies in data sets.
Milestone:	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To use secondary sources of information to identify some key physical characteristics of a location including: <ul style="list-style-type: none"> ○ Climate ○ Natural resources ○ Land mass / topography ➤ To use secondary sources of information to identify some key human characteristics of a location including: <ul style="list-style-type: none"> ○ Population density ○ Tourism ○ Migration 	<ul style="list-style-type: none"> ➤ To give opinions about a location based on key physical features that is supported by the secondary sources of information. ➤ To give opinions about a location based on key human features that is supported by the secondary sources of information. ➤ To describe how the physical features affect the human activity within a location. 	<ul style="list-style-type: none"> ➤ To explain the reliability and validity of secondary sources of information when drawing conclusions and forming opinions of their own.



Milestone:		Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	
Basic	Advancing	Deep	
<ul style="list-style-type: none"> ➤ To carry out field work in order to conduct sampling techniques through taking observations and measurements for both human and physical features. ➤ To record their findings whilst in the field for use back in the classroom. ➤ To use their findings to draw conclusions and present these in a meaningful way. 	<ul style="list-style-type: none"> ➤ To design their own fieldwork sampling methodology, drawing on their previous experiences and put this into practice. ➤ To determine the most effective way of presenting results for the intended audience. 	<ul style="list-style-type: none"> ➤ To decide on the most appropriate method taking into consideration random and systematic techniques, explaining their choice. 	
Milestone:		Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps).	
Basic	Advancing	Deep	
<ul style="list-style-type: none"> ➤ To understand that there are different types of map and that each can represent an area in a different way. ➤ To engage with and use the following: <ul style="list-style-type: none"> ○ OS maps ○ Aerial images ○ Choroplethed mapping ○ Other appropriate forms 	<ul style="list-style-type: none"> ➤ To determine and explain which map type would be the most appropriate and effective to use. 	<ul style="list-style-type: none"> ➤ Pupils will explain the reasons why some geographical representations are less reliable/effective than others. 	



Milestone:		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.	
Basic	Advancing	Deep	
<ul style="list-style-type: none"> ➤ To be able to complete a fact file about a given city or country that includes both human and physical characteristics. ➤ To locate appropriate information to complete their fact files from given secondary sources of information. ➤ To know the difference between human and physical characteristics of a location. 	<ul style="list-style-type: none"> ➤ To determine what information should be included in a fact file about a given city or country that includes both human and physical characteristics. ➤ To find and locate suitable sources of information in order to complete their fact files. ➤ To describe how a city can experience a rapid growth or decline over time. 	<ul style="list-style-type: none"> ➤ To offer comparisons between contrasting locations that draws conclusions from human and physical characteristics using a range of resources. 	

TO INVESTIGATE PATTERNS

TO INVESTIGATE PATTERNS		
Milestone:	Describe how locations around the world are changing and explain some of the reasons for change.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To understand the term climate change including the causes (green house gases) and effects. ➤ To understand the term deforestation and the impact this has on global climate and local habitats. 	<ul style="list-style-type: none"> ➤ To understand the term carbon footprint and how we as individuals can try to reduce this. ➤ To identify how different countries are responding to climate change and what they are doing to reduce their carbon footprint. 	<ul style="list-style-type: none"> ➤ To explain how a rapid increase in population (e.g. in developing countries) can lead to greater contribution to climate change.
Milestone:	Describe geographical diversity across the world.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To have an understanding of the term diversity and how elements such as climate, topography, population, culture etc. varies globally. 	<ul style="list-style-type: none"> ➤ To understand how the climate and landscape can impact on peoples' way of life. ➤ To describe similarities and differences about how people live in different geographical regions e.g. polar, tropical, desert etc. 	<ul style="list-style-type: none"> ➤ To be able to give reasons why people might live in a harsh environment and an appreciation that this diversity is what makes us great.



TO COMMUNICATE GEOGRAPHICALLY		
Milestone:	Describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts, rivers and mountains. human geography , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To be able to give examples of climate zones, biomes and vegetation belts. ➤ To be able to name and locate famous rivers and mountains of the world. ➤ To understand the human requirements when deciding on building a settlement. 	<ul style="list-style-type: none"> ➤ To understand and use the geographical terms with greater understanding and confidence. 	<ul style="list-style-type: none"> ➤ To understand how relationships between countries can impact on trade of commodities e.g. common wealth, EU etc.
Milestone:	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.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To use the 8 compass points in real life situations. ➤ To begin using and giving 6-figure grid references. ➤ To identify some key map symbols including road types, paths, land use and other significant land marks/buildings. 	<ul style="list-style-type: none"> ➤ To assign degrees of turn to the 8 compass points and recognise that there is 360 degrees in a complete turn. ➤ To confidently and accurately use and give 6-figure grid references. ➤ To identify and understand contours and be able to explain how steep the lay of the land is based on these. 	<ul style="list-style-type: none"> ➤ To have an understanding of how a compass works and the methods required to take bearings and relate this to a map/the ground.



Milestone:	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To understand how maps can show different data and that colours can represent different values. ➤ To create their own choropleth maps based on given data such as for population or climate. 	<ul style="list-style-type: none"> ➤ To create their own choropleth map from their own data to represent information such as topography (contours) and land use. 	<ul style="list-style-type: none"> ➤ To understand and explain why geographers would use choropleth maps to show patterns rather than alternative methods.

