

Geography Milestones

Year 1 and 2



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. • Identify and describe how the physical features affect the human activity within a location. • 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 and topographical maps - as in London's Tube map). • 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. • Name and locate the countries of North and South America and identify their main physical and human characteristics.



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"> • 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). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.



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 1 + 2

POP TASKS



TO INVESTIGATE PLACES		
Milestone:	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?).	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ Based on a stimulus, be able to answer basic questions on what a location is like. ➤ Based on a stimulus, be able to answer basic questions on what or who they would expect to find in the location. ➤ Based on a stimulus, be able to answer basic questions to determine what people do in the location. 	<ul style="list-style-type: none"> ➤ To be able to answer geographical questions on what a place is like, who or what they will see there and how the location is used with greater confidence and detail. ➤ To be able to ask enquiring questions about a location for themselves and give possible answers. 	<ul style="list-style-type: none"> ➤ To be able to confidently ask and answer questions about a locality and compare this with a contrasting location.
Milestone:	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	
Basic	Advancing	Deep



<ul style="list-style-type: none"> ➤ To understand a town is bigger than a village and a city is bigger than a town. ➤ To understand that a coastal area is where the land and sea meet. ➤ To understand that a rural area is countryside. 	<ul style="list-style-type: none"> ➤ To be able to explain the difference between a city, town and village identifying key features. ➤ To understand similarities and difference in land use in the coastal and rural areas (inc. Tourism, recreational activities, energy sources, farming/fishing) 	<ul style="list-style-type: none"> ➤ To be able to identify a city, town, village, coastal or rural area, giving comparative examples.
Milestone:	<p>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.</p>	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To understand what countries make up the UK. ➤ To identify the location of the countries that makes up the UK. ➤ To identify the location of the UK on a variety of world maps, atlases and globes. ➤ To understand the difference between a sea and an ocean. 		<ul style="list-style-type: none"> ➤ To have an understanding that the world is made up of continents and that the UK is in Europe and name some of the other countries within this continent. ➤ To be able to name and locate the North Sea, English channel and Irish Sea around the UK and name the five main oceans of the world. ➤ To be able to identify the location of a contrasting country that has been studied.
Milestone:	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	
Basic	Advancing	Deep



<ul style="list-style-type: none"> ➤ To understand the need to collect information and make observations in order to understand the geographical area around them. ➤ To make observations about the land use around them. ➤ With support, collect data on an aspect of human or physical geographical features in the environment around them. 	<ul style="list-style-type: none"> ➤ Use basic fieldwork techniques more independently such as traffic surveys, population mapping etc. to build an understanding of the local environment. 	<ul style="list-style-type: none"> ➤ Pupils will be able to answer the following question: 'If we could only open the gates on one side of school, which would we open?' Give reason based on understanding of the geography of the local area.
Milestone:	Use aerial images and plan perspectives to recognise landmarks and basic physical features.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To be able to recognise on an aerial photograph the following features: ➤ Recreational areas (parks etc.) ➤ Commercial uses (shops/schools etc.) ➤ Residential uses (homes/gardens) ➤ Transport links (roads/rail links) ➤ Natural physical features (rivers etc.) 	<ul style="list-style-type: none"> ➤ To compare aerial images and recognise similarities and differences of contrasting locations in the UK. 	<ul style="list-style-type: none"> ➤ To describe and identify an unfamiliar location based on aerial images and justify the reasons based on physical features or landmarks seen.



TO INVESTIGATE PATTERNS		
Milestone:	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.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To be able to compare basic data on two localities such as average temperature/rainfall. ➤ To be able to draw conclusions from a source of information about past times. ➤ To be able to talk about their own experiences and compare those to a contrasting locality. 	<ul style="list-style-type: none"> ➤ To be able to draw on a range of information to make a comparative judgement on the similarities and differences between where they live and a non-European country. 	<ul style="list-style-type: none"> ➤ To independently draw conclusions about two contrasting locations based on information presented.
Milestone:	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.	
Basic	Advancing	Deep
<ul style="list-style-type: none"> ➤ To understand the terms 'equator' 'north pole' 'south pole' and illustrate these on a map of the world. ➤ To explain the typical weather patterns in any given season. ➤ To discuss daily weather patterns. 	<ul style="list-style-type: none"> ➤ Show an appreciation that seasons are different around the world. ➤ To be able to give examples of areas of the world that experience regular hot or cold weather and where these are located. 	<ul style="list-style-type: none"> ➤ To give examples of the best places to go on holiday at different times of the year. ➤ For example: Where could I go Skiing in August? Where could I have a beach holiday in January?



TO COMMUNICATE GEOGRAPHICALLY			
Milestone:	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.		
Basic	Advancing	Deep	
➤ To be exposed to the vocabulary and use it in the correct context.	➤ To have a greater understanding of the vocabulary such as being able to define and use in appropriate context	➤ Have a secure understanding of the vocabulary and use it in a cross-curricular context.	
Milestone:	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.		
Basic	Advancing	Deep	
➤ To illustrate North, East South and West onto the blank outline of a compass ➤ To use locational language such as near and far in their work.	➤ To be able to give and follow directions using North, East, South and West. ➤ With increasing independence and accuracy, use locational language in the correct context.	➤ Using a map, write a series of directions for somebody to follow with appropriate vocabulary choices.	



Milestone:	Devise a simple map and use and construct basic symbols in a key.		
Basic	Advancing	Deep	
<ul style="list-style-type: none"> ➤ To use given symbols to build up a map/plan of an area. ➤ To be able to place the symbols in relation to fixed features. ➤ To create a key using the given symbols 	<ul style="list-style-type: none"> ➤ To create their own symbols to add to a blank outline of a local area ➤ To interpret common map symbols and explain what they think they mean. 	<ul style="list-style-type: none"> ➤ To interpret a map and answer corresponding questions by accurately reading a key and associated symbols. 	
Milestone:	Use simple grid references (A1, B1)		
Basic	Advancing	Deep	
<ul style="list-style-type: none"> ➤ To show an understanding of simple grid references ➤ To show an understanding as to the purpose of a grid reference. ➤ To understand the concept of reading the x axis first on grid references. 	<ul style="list-style-type: none"> ➤ To be able to identify the location on a map from a given grid reference. ➤ To be able to give a grid reference for a location on a map for somebody else to find. 	<ul style="list-style-type: none"> ➤ To be able to explain why the x axis is always read first when referring to grid references. 	

