



Milestones for Geography

September 2021

		Autumn	Spring	Summer
Milestone 1	Year 1	<p>My Local Area <i>What is it like to live in my local area?</i> To investigate places.</p> <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?). (NC 2) • Use aerial images and plan perspectives to recognise landmarks and basic physical features. (NC11) • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (NC11) <p>To communicate geographically</p> <ul style="list-style-type: none"> • Use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map. (NC10) • Use basic geographical vocabulary to refer to: key physical features soil, vegetation and weather etc. (NC7) • key human features, city, town, village, farm, house, office and shop etc. • Devise a simple map; and use and construct simple key. (NC8) 		<p>The United Kingdom <i>Why should people visit the United Kingdom?</i> To investigate places</p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town and village, coastal or rural area. (NC7, NC8) <p>To communicate geographically Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather etc. (NC7) • key human features, city, town, village, farm, house, office and shop etc. • Devise a simple map; and use and construct simple key. (NC8) <p>To investigate patterns</p> <ul style="list-style-type: none"> • 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. (NC6)



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Milestone 1	Year 2		<p><u>Planet Earth</u></p> <p>To investigate places</p> <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?). (NC2) • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (NC7, NC8) • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. (NC9) • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (NC13) • Use aerial images and plan perspectives to recognise landmarks and basic physical features. (NC11) • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (NC7, NC8) • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (NC4) <p>To investigate patterns</p> <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 a contrasting non-European country. (NC5) • 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. (NC6) • Identify land use around the school. (NC13) <p>To communicate geographically</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather etc. (NC7) • key human features, city, town, village, farm, house, office and shop etc. • Use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map.(NC8) • Devise a simple map; and use and construct simple key. (NC13) 	<p><u>Life in Kenya</u></p> <p>To investigate places</p> <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?). (NC2) • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (NC7, NC8) • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. (NC9) • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (NC13) • Use aerial images and plan perspectives to recognise landmarks and basic physical features. (NC11) <p>To investigate patterns</p> <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 a contrasting non-European country. (NC5) <p>To communicate geographically</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather etc. (NC7) • key human features, city, town, village, farm, house, office and shop etc. • Use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map.(NC8) • Devise a simple map; and use and construct simple key. (NC13)



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		Autumn	Spring	Summer
Milestone 2	Year 3	<p><u>Settlements</u> <i>What is the land like in the United Kingdom and how do we use it?</i></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. (NC1) • Explain own views about locations, giving reasons. (NC2) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (NC9) • Use a range of resources to identify the key physical and human features of a location (NC2) • 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. <p>To investigate patterns</p> <ul style="list-style-type: none"> • Describe how the locality of the school has changed over time. (NC4) <p>To communicate geographically</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and 	<p><u>Europe</u> <i>What is significant about Europe? Where in the continent would you most like to visit and why?</i></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.(NC1) • Explain own views about locations, giving reasons. (NC2) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (NC9) • Use a range of resources to identify the key physical and human features of a location. (NC2) • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>To communicate geographically</p> <ul style="list-style-type: none"> • 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. (NC10) 	<p><u>Climate Zones and Biomes</u> <i>What are biomes, why are they important and why should they be protected?</i></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. (NC1) • Explain own views about locations, giving reasons. (NC2) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (NC9) • 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. (NC11) <p>To investigate patterns</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. (NC6) • Describe how the locality of the school has changed over time. (NC4) <p>To communicate geographically</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom. (NC10)



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		key to communicate knowledge of the wider world. (NC10)		
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Milestone 2	Year 4	Autumn	Spring	Summer



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			Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, (NC7) • human geography, including: settlements and land use.(NC8) • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the wider world. (NC10) 	Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers and the water cycle. (NC7) • 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. (NC10)
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Milestone 3	Year 5	Autumn	Spring	Summer
			<u>Asia: Mountains, Volcanoes and Earthquakes</u> <i>What are natural disasters and how do they impact the lives of people in Asia?</i>	
		To investigate places		



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			<ul style="list-style-type: none">• Collect and analyse statistics and other information in order to draw clear conclusions about locations. (NC11)• Identify and describe how the physical features affect the human activity within a location. (NC7, NC8)• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.(NC2)• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps). (NC2)• 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. (NC3) <p>To investigate patterns</p> <ul style="list-style-type: none">• Understand some of the reasons for geographical similarities and differences between countries (NC3)• Describe how locations around the world are changing and explain some reasons for change. (NC4)• Describe geographical diversity across the world. (NC6) <p>To communicate geographically</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">• physical geography, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc.• Create maps of locations identifying patterns (land use, climate zones etc.) (NC7)• Use the eight points of a compass, four-figure grid references, symbols and a key (Ordnance Survey standard symbols) to communicate knowledge of the UK and the world. (NC10)	
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Miles tone 3	Year 6	Autumn	Spring	Summer
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Global Challenges
Why are some of the major human and physical challenges faced around the globe and how can we make a positive difference?

To investigate patterns

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

To communicate geographically
Describe and understand key aspects of:

- **physical geography**, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc.
- **human geography**, settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc.

To investigate places

- Identify and describe how the physical features affect the human activity within a location. (NC 7, NC8)
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). (NC2)

To communicate geographically

- **human geography**, settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc. (NC8)

Mapping the World
How can maps help us to understand a place? Is there anything they do not tell us?

To investigate patterns

- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. (NC2)
- 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 (incl. day and night) (NC5)
- Describe geographical diversity across the world. (NC6)
- Understand some of the reasons for geographical similarities and differences between countries. (NC6)
- Describe how countries/geographical regions are interconnected / interdependent. (NC6)

To communicate geographically

- Use the eight points of a compass, four-figure grid references, symbols and a key (Ordnance Survey standard symbols) to communicate knowledge of the UK and the world (NC10)

Describe and understand key aspects of:

- **human geography**, settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc. (NC8)
- Use the eight points of a compass, four-figure grid references, symbols and a key (Ordnance Survey standard symbols) to communicate knowledge of the UK and the world. (NC10)
- Create maps of locations identifying patterns (land use, climate zones etc.) (NC11)