

Minchinhampton C of E Primary Academy Milestones – Geography

Subject	Subject specifics	By the end of KS1	By the end of LKS2	By the end of UKS2
Geography	<b>Investigate places</b>	<ul style="list-style-type: none"> <li>• 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?).</li> <li>• Identify the key features of the local area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom, its countries and surrounding seas, as well as other countries, continents and oceans studied (in particular Kenya and Africa).</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment (the school Common, Stuart Fields and Box Wood).</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• 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.</li> <li>• Use a range of resources to identify the key physical and human features of a river.</li> <li>• Name and locate local rivers of the UK (Wye, Thames, Avon and Severn), comparing with the Nile and Amazon.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• 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.</li> <li>• Use maps, atlases, globes and digital/computer mapping to name and locate some of the countries and cities of the world around the equator and their identifying human and physical characteristics.</li> <li>• Use maps, atlases, globes and digital/computer mapping to name and locate the countries of Central America, North and South America and identify their main physical and human characteristics.</li> </ul>
	<b>Investigate Patterns</b>	<ul style="list-style-type: none"> <li>• 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 (Kenya).</li> <li>• 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.</li> <li>• Understand the importance of woodland; begin to learn about deforestation.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere and Southern Hemisphere. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries, where climate change is having a bigger impact in certain countries.</li> <li>• Describe the cause of climate change globally and compare the impact on different countries, such as sea levels.</li> <li>• Understand the impact of pollution on our rivers.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Identify the cause and effect of deforestation; make comparisons between levels of deforestation in different countries over time.</li> <li>• Understand issues of sustainability in the global garment industry, including slave</li> </ul>

				labour and pollution (for example single use clothing going to landfill).
	<b>Communicate geographically</b>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> <li>• Use the four points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• physical geography, including: climate zones and biomes.</li> <li>• human geography, including: settlements, land use, economic activity and the distribution of natural resources.</li> <li>• 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.</li> <li>• Create maps of locations identifying patterns (such as: land use and climate zones)</li> </ul>
<b>Topics / Units studied</b>		<b>Reception / Year 1:</b> Weather diaries Map work of the school, grounds and outdoor learning area Our local area - Minchinhampton <b>Year 2:</b> Where have all the trees gone? Mapwork of the Common, Stuart Fields and Box Wood Comparing Minchinhampton with the African Savannah - Kenya.	<b>Year 3 / 4:</b> Global Climate Change - cause, effect, solutions Rivers - learning about local rivers such as the Avon, Wye, Thames and Severn; comparing them with other rivers in the world such as the Nile and Amazon. Blue Planet - the world's oceans and the impact of plastic pollution; pollution in rivers - linking to rivers.	<b>Year 5 / 6:</b> Whose rainforest is it? Looking at the rainforests that are found between the Tropics of Cancer and Capricorn. Learn about deforestation in the UK, Europe and the rest of the world. Antarctica - Shackleton's Endurance expedition. Map and compass work. Who made my clothes? Look at global garment industry and issues of sustainability.