

Geography

To build a Geography schema, we work towards attaining a deep understanding of the following threshold concepts through the achievement learning milestones.

Skills & Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate places	<ul style="list-style-type: none"> - Start to 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? - Start to identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area. - Start to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Start to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> - Start to use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Start to use aerial images and plan perspectives to recognise landmarks and basic physical features. - Start to name and locate the world's continents and oceans. - Start to name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> - Ask and answer geographical questions about the physical and human characteristics of a location. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use a range of resources to identify the key physical and human features of a location. - Start to name and locate the countries of Asia and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> - Start to explain own views about locations, giving reasons. - Start to 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. - Name and locate counties, cities, geographical regions and human and physical characteristics of the United Kingdom. - Start to name and locate the countries etc. of South America. 	<ul style="list-style-type: none"> - Identify and describe how the physical features affect the human activity within 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. - Understand how human and physical geographical features change over time. - Start to name and locate the countries etc. of North America. 	<ul style="list-style-type: none"> - Start to 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. - Start to analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps). - Start to name and locate the countries etc. of Africa.
Investigate patterns	<ul style="list-style-type: none"> - Start to 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. - Start to identify land use around the school. 	<ul style="list-style-type: none"> - Start to 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 land use around the school and beyond. 	<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. 	<ul style="list-style-type: none"> - Describe geographical similarities and differences between countries. - Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> - Understand some of the reasons for geographical similarities and differences between countries. - Start to describe geographical diversity, change interconnection and interdependence across the world. 	<ul style="list-style-type: none"> - Identify and describe the geographical significance of latitude, longitude, equator, northern/southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.
Communicate geographically	<ul style="list-style-type: none"> - Start to use basic geographical vocabulary to refer to: key physical features, (including beaches, coast, oceans, rivers, soil, vegetation and weather) and key human features (including towns, villages, factories, farms, houses, offices, shops, churches and docks). 	<ul style="list-style-type: none"> - Start to use basic geographical vocabulary to refer to: key physical features, (including forests, hills, mountains, valleys) and key human features (including cities, towns, villages, carriageways, motorways, airports and ports). - Start to use 4 point compass directions and locational language (e.g. near/far) to describe location of features and routes on maps. 	<ul style="list-style-type: none"> - Start to devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1). - Describe key aspects of: physical geography (including rivers, mountains, volcanoes and earthquakes and the water cycle) and human geography (including settlements and land use). 	<ul style="list-style-type: none"> - Start to use the 8 points of a compass, 4 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 (including climate zones, biomes, vegetation belts etc.) and human geography (including settlements, land use, economic activity, distribution of resources etc.) - Create maps of locations and start to identify patterns. 	<ul style="list-style-type: none"> - Use the 8 points of a compass, 4 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.