

Geography - Milestone 1-3

Geography - Milestone 1-3									
	Milestone 1			Milestone 2			Milestone 3		
Subject	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year A Topics	Aut 1: The Gruffalo	Sp 1: Where in the world are we?	Su 1: Up, Up and Away	Aut 1: Bear Grylls	Sp 1: Tudors	Su 1: Around the World	Aut 1: Island Survival	Sp 1: Greeks	Su 1: Location, Location
	Aut 2: Light and Dark	Sp 2: Toys	Su 2: Chocs Away	Aut 2: Tudors	Sp 2: Around the World	Su 2: Egyptians	Aut 2: Anglo Saxons	Sp 2: Spy School	Su 2: Aztecs
Year B Topics	Aut 1: At the Circus	Sp 1: Dinosaurs	Su:1 At the Seaside	Aut 1: Night at Museum Stone Age	Sp 1: Extreme World	Su:1 Romans	Aut 1: Vikings	Sp 1: Titanic	Su:1 WW2
	Aut 2: Polar Adventures	Sp 2: Fun Food Factory	Su:2 Great Fire of London	Aut 2: Extreme World	Sp 2: Romans	Su:2 Chellaston and Me	Aut 2: Peak Adventures	Sp 2: Titanic	Su:2 Rivers

Threshold Concept (SKILL) – To investigate places This concept involves understanding the geographical location of places and their physical and human features. (star when covered, in corresponding colour)


<p>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?). *****</p> <p>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, as well as the countries, continents and oceans studied. *****</p> <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> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features. *****</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *****</p> <p>Name and locate the world’s continents and oceans. *****</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. *****</p> <p>Explain own views about locations, giving reasons. *****</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. *****</p> <p>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. *****</p> <p>Use a range of resources to identify the key physical and human features of a location. *****</p> <p>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> <p>Name and locate the countries of Europe and identify their main physical and human characteristics. *****</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations. *****</p> <p>Identify and describe how the physical features affect the human activity within a location. *****</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. *****</p> <p>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. *****</p> <p>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). *****</p> <p>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. *****</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics. *****</p>
--	---	---

<p>Year A Gruffalo <i>To know</i> how to read a map, understanding icons for features. <i>To know</i> how to read compass points – NSEW <i>To know</i> how to draw their own map of a location (Gruffalo forest)</p>	<p>Year A Where in the world are we <i>To know</i> about the locality, they live in and to use geographical vocabulary to describe it. <i>To know</i> how to use maps, plans, photographs to investigate the locality. <i>To know</i> the countries of the UK and to name the four capital cities.</p>	<p>Year A Up, Up <i>To know</i> the names of the world’s continents and oceans. <i>To know</i> how to use maps and atlases to locate places.</p>	<p>Year A <i>To know</i> the names and locate counties and cities in UK (Location, Location. challenge task)</p>	<p>Year A Around the World (Spr 2 Sum1) <i>To know</i> how to use an atlas to find location of countries. <i>To know</i> and locate countries in Europe.</p> <p>Fact files for countries around the world – focus on hills, mountains, cities, rivers etc (change fact file templates)</p>	<p>Year A <i>To know</i> how to collect information to identify the means of survival in an inhospitable location – survival skills focus.</p>	<p>Year A NA</p>	<p>Year A – Location, location <i>To know</i> how to identify both physical features and human activity in two contrasting locations – Chellaston/ Chesterfield contrast; <i>To know</i> how aspects of contracting localities have changed over time through map study.</p>
---	---	---	---	---	---	-------------------------	--

<p>Year B Polar Adventures <i>To know</i> where the Artic and Antarctic are located and demonstrate using a map/atlas/globe. <i>To know</i> how to use aerial plans to look at ice floes/ice sheets. <i>To know</i> what it is like at the Artic (to know this is ice, not land mass) and Antartica (to know this is a continent) Enquiry Question-Do animals and humans live in both places?</p>	<p>Year B Food factory <i>To know</i> where in the world our food is grown. <i>To know</i> how the weather impacts on where food is grown</p>	<p>Year B Seaside <i>To know</i> two locations – Blackpool and Cancun and to be able to discuss the similarities and differences of both locations.</p>	<p>Year B Extreme World (Aut 2 Spr 1) To be able to give reasons about why people may or may not choose to live in a ‘danger’ zone near to extreme disaster zones. <i>To know</i> different physical and human features linking to extreme disasters considering location and land features (ring of fire) <i>To know</i> the name and locate volcanoes. <i>To know</i> the locations of volcanoes in UK</p>	<p>Year B Chellaston and Me <i>To know</i> and locate counties and cities in the United Kingdom <i>To carry out some fieldwork in the local area</i> <i>To know</i> the key physical features of the local area</p>	<p>Year B – Peak Adventures – Autumn 2 <i>To know</i> how to collect and analyse statistics and other information in order to draw clear conclusions about locations – <i>To know</i> how to collect temperature and precipitation data for contrasting locations. <i>To know</i> the names and locations of some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains <i>To know</i> how to use atlases to collect and analyse information about mountains.</p>	<p>Year B – Titanic <i>To know</i> how to collect and analyse statistics and other information in order to draw clear conclusions about locations. <i>To know</i> to analyse geographical data – analysis of iceberg date (line graphs and mean average) Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. <i>To know</i> how to track a route using maps and correct geographical terms – Titanic route task.</p>	<p>Year B - Rivers <i>To know</i> how to collect and analyse statistics to generate clear conclusions – Rivers trip fields work: river flow rate. <i>To know</i> how to classify animals in a river environment</p>
---	--	--	--	--	---	---	---

Threshold Concept (SKILL) – To investigate patterns. This concept involves understanding the relationship between the physical features of places and the human activity within them, and the appreciation of how t???								
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. **** Identify land use around the school ****			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. **** Describe how the locality of the school has changed over time. ****			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 ****		
Year A NA	Year A To know where in the world we are. To know that we live in a suburb of Derby in England. To know about the land use around school. To know how to find out about Chellaston, Derby and the UK.	Year A NA	Year A Bear Grylls To know the eight points of a compass to help with route planning. To know four figure grid reference (Planning an escape/map work)	Year A Around the World (Spr 2 and Sum 1) To know the names and locate the equator, southern hemisphere, the tropics of cancer, Capricorn, Arctic, Antarctic Circle. To know and describe some of the characteristics of these geographical areas. To know how to describe the geographical similarities between the countries. (Fact files for countries around the world – focus on hills, mountains, cities, rivers, Time zones)	Year A – Island Survival To know how to describe how locations around the world are changing and explain some of the reasons for change	Year A N/A	Year A – Location, location To know how to describe the differences between contrasting locations – examine population data and businesses/services in contrasting locations.	
Year B Polar Adventures To know how to compare temperatures in the Artic with Chellaston To know the differences between the geography of Chellaston and Antarctica.	Year B NA	Year B To know two locations – Blackpool and Cancun and to be able to discuss the similarities and differences of both locations. To know how to compare temperatures in Cancun and Blackpool.	Year B Extreme World (Aut 2 and Spr 1) To know key aspects of physical geography in relation to extreme weather	Year B Chellaston and Me To know and describe key aspects of human geography. To discuss and explore land use of Chellaston.	Year B – Peak Adventures To know how to describe geographical diversity across the world.	Year B To know how to analyse geographical data – analysis of iceberg date (line graphs and mean average).	Year B - Rivers To know how to identify how the rivers have influenced the development of human settlements.	

Threshold Concept – To communicate geographically-This concept involves understanding geographical representations, vocabulary and techniques. (star when covered, in corresponding colour)								
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).			Describe key aspects of: physical geography , including: rivers, mountains, 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			Describe and understand key aspects of: • physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • 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, four-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 A To know basic geographical vocabulary to describe a forest location. To know how to devise a simple map, using basic symbols and a key.	Year A To know basic geographical vocabulary to describe Chellaston. To know about the four countries of the UK, England, Ireland, Scotland and Northern Ireland.	Year A To know about the physical and human features of France and India and to describe these.	Year A Bear Grylls To know the eight points of a compass to help with route planning. To know how to use a four-figure grid reference when planning an escape using map work.	Year A Around the World (Spr 2 and Sum 1) To know the key aspects of the physical and human geography of the places studied. <i>(Fact files for countries around the world – focus on hills, mountains, cities, rivers etc (change fact file templates)</i>	Year A To know how to use maps, compasses and knowledge of map symbols to create own maps.	Year A To know.. How to 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.	Year A To know how to identify the physical features (using maps) of a location – field trip to Chesterfield town location.	
Year B Polar Adventures To know how to use compass directions to discuss a route to the Artic/Antarctic	Year B NA	Year B To know how to use simple grid references to locate places on a map.	Year B Extreme World (Aut 2 and Spr 1) To know key aspects of physical geography in relation to extreme weather	Year B Chellaston and Me	Year B - Peak Adventures – Autumn 2 To know , how to describe the key aspects of:	Year B – Titanic To know how to explain the route of Titanic using	Year B - Rivers To know the key terms for describing rivers	

	To know how to compare Chellaston and Antarctica using words such as ice floe, busy, noisy.		To know how to describe a seaside location using geographical language.			To know and describe key aspects of human geography To know different uses of land within Chellaston and be able to discuss the reasons.	<ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle – To know how to use appropriate language to describe the experience of a mountaineer. Human geography, To know how rivers affect human activity and how this has changed over time, mountaineers and communities -including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	correct geographical language.	To know how to explain the journey of a river from source to mouth.
Enrichment	Year A – Woodland warriors , collaging maps using real materials. Year B – Re-enacting a polar expedition. 	Year A – Local walk around Chellaston investigating houses and facilities.	Themed Learning Days Year A - Disney Day Year B – Seaside Day	Year A – Forest School Day Year B – Disaster Day			Year A – Outdoor learning – flood house building/testing Year B –	Year B - Titanic themed day	Year A – Chesterfield town trip Year B – Chesterfield Rivers trip
POP Task	Year A – Create a treasure map for a friend. Year B – Sorting task	Year A – Map out locality (Human and physical features) Year B – Google Task map	Year A – Map labelling Year B – Presentation	Year A – OAA incident hike challenges. Year B – Volcano save the village task.	Year A – Quiz Year B – KWL grid (Aut 2 & Spr 1)	Year A – Quadrant hills, mountains, cities rivers countries. (Spr 2 & Sum 1) Year B – KWL grid	Year A – How to survive on a desert island – instructional writing Year B – Planning a mountain expedition report	Year A – Spy map Year B – Titanic route map	Year A – Chellaston/Chesterfield comparison study Year B – How a meander is formed explanation using key vocabulary.

