



# Geography Milestone 1

## EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Understanding the World	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<u><b>People Culture and Communities</b></u> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>
KS1 readiness objectives	<u><b>Locational Knowledge</b></u>  Know where they live  Know how they travel to school	<u><b>Knowledge of places</b></u>  Talk about some of the differences they notice when they are in different places  Talk about places when looking at books and watching tv/videos  Talking about places they have been to  Talk about places in stories  Using language that relates to place	<u><b>Human and physical geographical knowledge</b></u>  Recognise elements of their environment that are manmade and natural  <u><b>Using maps</b></u>  Make maps from stories  Follow simple maps in play



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Threshold Concept	Knowledge Category	Breadth	Basic Year 1	Advancing Year 2	Deep
I N V E S T I G A T E  P L A C E S       I N V E S T I G A T E  P L A C E S	L O C A T I O N	The Uk	<ul style="list-style-type: none"> <li>List (and show on a map) the countries that make up:               <ul style="list-style-type: none"> <li>Great Britain</li> <li>The United Kingdom</li> <li>The British Isles.</li> </ul> </li> <li>In which ocean is the United Kingdom?</li> <li>Which country is south of the United Kingdom?</li> <li>What is an archipelago?</li> <li>What does it mean if a country is described as a union?</li> <li>What is a monarchy?</li> <li>What is a democratic government?</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the geographical location of the United Kingdom.</li> <li>Point out the difference between:               <ul style="list-style-type: none"> <li>Great Britain</li> <li>the United Kingdom</li> <li>the British Isles.</li> </ul> </li> <li>Explain some of the features of the United Kingdom's government.</li> <li>Compare and contrast a republic with a monarchy.</li> </ul>	<ul style="list-style-type: none"> <li>True or false? Great Britain is an island.</li> <li>Investigate some of the most remote islands of the British Isles archipelago.</li> <li>Suggest reasons why people may live in remote areas of the British Isles.</li> </ul>
		England: London	<ul style="list-style-type: none"> <li>Where is London?</li> </ul>	<ul style="list-style-type: none"> <li>Compare the location of London with that of Edinburgh.</li> </ul>	<ul style="list-style-type: none"> <li>True or false? London is England's southernmost city.</li> </ul>
		Continents and Oceans	<ul style="list-style-type: none"> <li>Locate and mark on a map the seven continents.</li> <li>Locate and mark on a map the five oceans.</li> <li>What are the closest seas to the United Kingdom?</li> </ul>	<ul style="list-style-type: none"> <li>Organise the continents in order of size.</li> <li>Organise the oceans in order of size.</li> </ul>	<ul style="list-style-type: none"> <li>Which best describes the location of the continent of Africa:               <ul style="list-style-type: none"> <li>the second biggest continent</li> <li>a continent in the northern and southern hemisphere</li> <li>a poor continent?</li> </ul> </li> </ul>
		Australia	<ul style="list-style-type: none"> <li>Describe the location of Australia.</li> <li>What is the Commonwealth?</li> <li>What is Australia's capital city?</li> <li>Which ocean surrounds Australia?</li> <li>Is Australia a continent or a country?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the location of Australia and the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Which of the following best describes the location of Australia:               <ul style="list-style-type: none"> <li>a member of the Commonwealth</li> <li>a country and continent in the southern hemisphere, surrounded by the Pacific Ocean.</li> <li>a country near to the Great Barrier Reef?</li> </ul> </li> </ul>
		Australia: Sydney	<ul style="list-style-type: none"> <li>Describe the location of Sydney.</li> <li>Describe some of the features surrounding Sydney.</li> <li>In which state is Sydney?</li> <li>Is Sydney the capital of Australia?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the locations of Sydney and London.</li> </ul>	<ul style="list-style-type: none"> <li>What best describes the location of Sydney:               <ul style="list-style-type: none"> <li>the capital city of Australia</li> <li>Australia's second largest city</li> <li>an east coast Australian city next to the Pacific Ocean?</li> </ul> </li> </ul>
		Climate	<ul style="list-style-type: none"> <li>Locate and label where polar climates are found.</li> <li>Locate and label where equatorial climates are found.</li> <li>Locate and label where desert climates are found.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the locations of polar, equatorial and desert climates.</li> </ul>	<ul style="list-style-type: none"> <li>Which best describes the location of equatorial climates:               <ul style="list-style-type: none"> <li>very hot places</li> <li>places that have rainforests</li> <li>near the equator?</li> </ul> </li> </ul>
	P H Y S I C A L  F E A T U R E S	The UK: England	<ul style="list-style-type: none"> <li>What is the name of the range of hills that runs from north to south through England?</li> <li>Name some of the mountains and lakes of the Lake District.</li> <li>What is England's highest peak?</li> </ul>	<ul style="list-style-type: none"> <li>Classify different physical features in England, giving examples.</li> </ul>	<ul style="list-style-type: none"> <li>Always, sometimes or never? Rural areas have rivers but cities have houses.</li> </ul>
		Continents and Oceans	<ul style="list-style-type: none"> <li>What is the part of the Earth's crust that is not submerged by water?</li> <li>What is a continent?</li> <li>Which is the biggest continent?</li> <li>What does 'saline' mean?</li> <li>What are oceans that are enclosed called?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between:               <ul style="list-style-type: none"> <li>a continent and a country</li> <li>an ocean and a sea.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>True or false? Land floats on the oceans.</li> </ul>
		Australia	<ul style="list-style-type: none"> <li>What is the Outback?</li> <li>What is Uluru?</li> <li>Name Australia's highest peak.</li> <li>What is Australia's longest river?</li> <li>What is the Great Barrier Reef?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the main physical features of Australia and the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the significance of Uluru.</li> </ul>
		Climate	<ul style="list-style-type: none"> <li>Define the words 'weather' and 'climate'.</li> <li>Describe the physical features of polar, equatorial and desert climates.</li> </ul>	<ul style="list-style-type: none"> <li>What are the similarities and differences in the physical features of polar, equatorial and desert climates?</li> <li>Summarise the difference between weather and climate.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate why vast numbers of plants and animals thrive in equatorial climates.</li> </ul>



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	HUMAN FEATURES		The UK: England	<ul style="list-style-type: none"> <li>Name England's capital city.</li> <li>What is most land in cities used for?</li> <li>What is most land in the countryside used for?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the populations of the countries of the United Kingdom.</li> <li>Compare and contrast the human features of cities and rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>Do you agree? All cities in England have a cathedral.</li> </ul>
			England: London	<ul style="list-style-type: none"> <li>What is special about the city of London to the United Kingdom?</li> <li>Name some famous landmarks in London.</li> <li>Describe the population of London.</li> </ul>	<ul style="list-style-type: none"> <li>Point out some important landmarks on a map of London.</li> </ul>	<ul style="list-style-type: none"> <li>Always, sometimes or never? New buildings in London are skyscrapers.</li> </ul>
			Continents and Oceans	<ul style="list-style-type: none"> <li>What is a country?</li> <li>Which continent is uninhabited?</li> </ul>	<ul style="list-style-type: none"> <li>Explain why Antarctica is not inhabited.</li> </ul>	<ul style="list-style-type: none"> <li>True or false? Countries would not exist without people but continents would.</li> </ul>
INVESTIGATE PATTERNS	DIVERSITY		The UK: England	<ul style="list-style-type: none"> <li>Which word describes people who have moved to one country from another?</li> <li>List some reasons why people may move from one country to another.</li> </ul>	<ul style="list-style-type: none"> <li>Point out areas of the world that have high numbers of people leaving as refugees.</li> </ul>	<ul style="list-style-type: none"> <li>Always, sometimes or never? People who leave their country of birth are called refugees.</li> </ul>
			England: London	<ul style="list-style-type: none"> <li>Describe two ways in which London is diverse.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the type of businesses found in Canary Wharf with those found in Tower Hamlets.</li> </ul>	<ul style="list-style-type: none"> <li>Do you agree? London has a diverse mix of foods available to buy from all over the world.</li> </ul>
	PHYSICAL PROCESSES		Weather	<ul style="list-style-type: none"> <li>Observe and record the weather for a whole school year.</li> <li>Define the word 'weather'.</li> <li>Where does the physical process of weather take place?</li> <li>What is the atmosphere?</li> <li>Define the word 'climate'.</li> <li>What is a physical process?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the weather across all four seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Always, sometimes or never? It is hot in summer and cold in winter.</li> </ul>
			Extreme weather	<ul style="list-style-type: none"> <li>What is a heatwave?</li> <li>What is a drought?</li> <li>What is a flood?</li> <li>What is a monsoon?</li> <li>What is a blizzard?</li> <li>What is a gale (or storm)?</li> <li>What is a cyclone (or hurricane)?</li> <li>What is a tornado (or twister)?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast three different types of extreme weather.</li> <li>Summarise the effect of floods from monsoons in Bangladesh.</li> </ul>	<ul style="list-style-type: none"> <li>Do you agree? A drought is less damaging than a flood.</li> </ul>
	HUMAN PROCESSES		Australia: Sydney	<ul style="list-style-type: none"> <li>Who were the first people to inhabit the area now known as Sydney?</li> <li>When did the first Europeans settle in Sydney?</li> <li>Why did the first European settlers settle in Australia?</li> <li>What are convicts?</li> </ul>	<ul style="list-style-type: none"> <li>What are the main similarities and differences between the tourist attractions of Sydney and London?</li> </ul>	<ul style="list-style-type: none"> <li>Which is the odd one out when describing modern Sydney:               <ul style="list-style-type: none"> <li>- tourism</li> <li>- trade</li> <li>- European convicts?</li> </ul> </li> </ul>
COMMUNICATE	GEOGRAPHICALLY	TECHNIQUES	Weather	<ul style="list-style-type: none"> <li>Label common weather symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Categorise types of weather in different ways. (Teacher note: e.g. mild, stormy, fair, extreme.)</li> </ul>	<ul style="list-style-type: none"> <li>Which mapping technique is most useful for weather forecasting:               <ul style="list-style-type: none"> <li>- globes</li> <li>- satellite images</li> <li>- weather symbols?</li> </ul> </li> </ul>
			Extreme weather	<ul style="list-style-type: none"> <li>Label common extreme weather symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Categorise types of weather in different ways. (Teacher note: e.g. mild, stormy, fair, extreme.)</li> </ul>	<ul style="list-style-type: none"> <li>Which mapping technique is most useful for weather forecasting:               <ul style="list-style-type: none"> <li>- globes/ satellite images/ weather symbols?</li> </ul> </li> </ul>
			Mapping the world	<ul style="list-style-type: none"> <li>What is a globe?</li> <li>What is a map?</li> <li>What is an atlas?</li> <li>What is a satellite image?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast a map of Earth with a satellite image.</li> <li>Point out the main differences between a globe and a map.</li> </ul>	<ul style="list-style-type: none"> <li>Recommend the best technique to track the course of a hurricane.</li> <li>True or false? Maps are more detailed than globes.</li> </ul>
			Describing maps of the world	<ul style="list-style-type: none"> <li>Label a compass rose showing: north, south, west and east.</li> <li>Label an image of Earth showing: north, south, west and east.</li> <li>Label an image of Earth showing: North Pole, South Pole, axis, equator, northern hemisphere and southern hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>Use an atlas and explain the method to find the:               <ul style="list-style-type: none"> <li>United Kingdom</li> <li>five oceans</li> <li>seven continents</li> <li>location of the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Do you agree? Satellite images are not very useful for giving day-to-day directions from one place to another.</li> </ul>



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## Milestone 2

Threshold Concept	Knowledge Category	Breadth	Basic Year 3	Advancing Year 4	Deep
I N V E S T I G A T E  P L A C E S	L O C A T I O N	Europe	<ul style="list-style-type: none"> <li>Which landmass is the continent of Europe part of?</li> <li>What are the two main boundaries between Europe and Asia?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the location of Europe and of North America.</li> </ul>	<ul style="list-style-type: none"> <li>Which best describes the location of Europe:               <ul style="list-style-type: none"> <li>a landmass containing over 50 countries</li> <li>entirely in the northern hemisphere, to the west of Asia</li> <li>a diverse continent with 23 recognised official languages spoken?</li> </ul> </li> </ul>
		International trade: food	<ul style="list-style-type: none"> <li>Define the term 'food miles'.</li> <li>Locate on a map and label the food miles for a range of foods imported into the United Kingdom.</li> <li>Define the term 'food security'.</li> <li>Locate on a map and label areas where the food security risk is high.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the geographical locations from which oranges and bananas are imported in the UK.</li> <li>Explain some of the concerns about food miles.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the issue of food security in African countries.</li> </ul>
		Earthquakes and volcanoes: impact	<ul style="list-style-type: none"> <li>Locate and label on a map areas that have examples of the lowest and highest intensity volcanoes.</li> <li>Locate and label on a map the areas affected by the:               <ul style="list-style-type: none"> <li>2004 Boxing Day tsunami</li> <li>1906 San Francisco earthquake</li> <li>79 CE eruption of Vesuvius.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the geographical locations of mountainous areas with extinct volcanoes and mountainous areas with active, high-intensity volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the extent of the area affected by the 2004 Boxing Day tsunami.</li> </ul>
	P H Y S I C A L  F E A T U R E S	Landscapes -rivers	<ul style="list-style-type: none"> <li>What is a watercourse?</li> <li>Which physical process is a river part of?</li> <li>Describe what happens to water in a river.</li> <li>What is the name of a smaller river that flows into a larger river?</li> <li>Name some synonyms for rivers.</li> <li>What is the name for the beginning of a river?</li> <li>What is the name for the end of a river?</li> <li>Draw and label a river's channel, bed and banks.</li> <li>On the diagram, label upstream, downstream, left bank and right bank.</li> <li>Draw a cross section of a river and describe its shape.</li> <li>Draw and label a meander.</li> <li>Name a European river that has a meander.</li> <li>What is a delta?</li> <li>What is an estuary?</li> <li>What is a subterranean river?</li> <li>Locate and name some of the longest rivers in the world.</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between a:               <ul style="list-style-type: none"> <li>river's source and its mouth</li> <li>tributary and a river</li> <li>surface and a subterranean river</li> <li>meander and a mouth?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Investigate the physical features of a European river estuary.</li> </ul>
		Earthquakes and volcanoes: plate tectonics	<ul style="list-style-type: none"> <li>Label and describe the Earth's:               <ul style="list-style-type: none"> <li>core</li> <li>outer core</li> <li>mantle</li> <li>crust.</li> </ul> </li> <li>Describe what tectonic plates are.</li> <li>What are the boundaries of tectonic plates called?</li> <li>Locate and label on a world map the main tectonic plate boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the Earth's crust and mantle.</li> <li>Explain the physical features of a volcano.</li> <li>What are the similarities and differences in the physical features of a volcano and a mountain?</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of plate tectonics to your understanding of rocks and fossils.</li> <li>Investigate how the world's continents have changed in appearance since the creation of the Earth.</li> </ul>
		Clouds and precipitation	<ul style="list-style-type: none"> <li>What is a cloud?</li> <li>How are clouds formed?</li> <li>Define the word 'precipitation'.</li> <li>Draw and label the different types of cloud in their correct positions in the atmosphere.</li> <li>Describe the nature of the different types of cloud.</li> <li>What do the prefix 'nimbo' and the suffix 'nimbus' mean?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast a photograph of a cool bright winter's day with one of a rainy, dull day.</li> <li>Identify clouds in pictures.</li> <li>Explain how meteorologists use clouds to forecast the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate meteorological models used in forecasting weather.</li> <li>Investigate the likelihood of a cumulonimbus cloud forming in Central Africa. Draw some conclusions.</li> </ul>



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## Milestone 2

	<b>HUMAN FEATURES</b>	Landscapes-rivers	<ul style="list-style-type: none"> <li>List some safe ways of crossing a river.</li> <li>Give examples of bridges crossing the primary rivers of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why bridges are situated where they are.</li> </ul>	<ul style="list-style-type: none"> <li>Do you agree? Bridges are sometimes more than just a functional construction.</li> </ul>
<b>INVESTIGATE PATTERNS</b>	<b>DIVERSITY</b>	International trade: food	<ul style="list-style-type: none"> <li>What are the most traded foods globally?</li> </ul>	<ul style="list-style-type: none"> <li>Explain why oranges and bananas are imported to the United Kingdom.</li> <li>Graph information about the most traded foods internationally.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the seafood trade and draw conclusions about some of the reasons why some foods are more traded than others.</li> </ul>
		Europe	<ul style="list-style-type: none"> <li>How many countries are there in Europe?</li> <li>Locate and label the countries of Europe.</li> <li>Name the main regions of Europe.</li> <li>How many languages are spoken in Europe?</li> </ul>	<ul style="list-style-type: none"> <li>Organise information about common words and phrases used in three different European languages.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate some of the cultural differences in one eastern and one western European country by looking at the types of:               <ul style="list-style-type: none"> <li>languages spoken</li> <li>food eaten.</li> </ul> </li> </ul>
	<b>PHYSICAL PROCESSES</b>	Earthquakes and volcanoes: plate tectonics	<ul style="list-style-type: none"> <li>What does the term 'plate tectonics' mean?</li> <li>What happens when tectonic plates move?</li> <li>Describe the three ways in which tectonic plates move and what happens as a result.</li> </ul>	<ul style="list-style-type: none"> <li>Categorise the Earth's main tectonic plates in terms of how they are moving.</li> <li>Explain the tectonic process that would lead to an earthquake.</li> <li>Explain the physical process that would result in a mountain range being formed.</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of plate tectonics to that of mountain ranges around the world.</li> <li>Make generalisations about the relationship between physical processes and physical features.</li> </ul>
		Impact of Earthquakes/ volcanoes	<ul style="list-style-type: none"> <li>What does the word 'magnitude' mean when it is used to describe earthquakes and volcanoes?</li> <li>Describe the scale for measuring the magnitude of earthquakes.</li> <li>Describe the scale for measuring the intensity of volcanoes.</li> <li>What is a tsunami?</li> <li>Describe the impact of the:               <ul style="list-style-type: none"> <li>2004 Boxing Day tsunami</li> <li>1906 San Francisco earthquake</li> <li>79 CE eruption of Vesuvius.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the impact of a volcanic eruption and an earthquake.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the consequences of the eruption of Mount Vesuvius in 79 CE.</li> </ul>
		Climate change	<ul style="list-style-type: none"> <li>Define the word 'weather'.</li> <li>Define the word 'climate'.</li> <li>Describe the physical process of climate change.</li> <li>Describe some of the predicted effects of climate change.</li> </ul>	<ul style="list-style-type: none"> <li>Organise information about the physical processes that are affecting animals.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate geographical areas where climate change is having a noticeable effect. Cite evidence.</li> </ul>
		Water cycle	<ul style="list-style-type: none"> <li>Where does the water cycle take place?</li> <li>Define the word 'atmosphere'.</li> <li>Illustrate and describe the five steps of the water cycle.</li> <li>What does the term 'a continuous cycle' mean?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the physical process of the water cycle with any other two physical geographical processes you know of.</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of the water cycle to your knowledge of the formation of rivers.</li> </ul>
		Erosion and deposition: coasts	<ul style="list-style-type: none"> <li>What is a coast?</li> <li>Draw and label the main physical features seen at a coast.</li> <li>Define the words 'erosion' and 'deposition'.</li> <li>Which country has the longest coastline in Europe?</li> <li>What causes erosion at coasts?</li> <li>Describe the physical processes that create: caves, bays, headlands, arches, stacks, cliffs, beaches.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how waves erode coasts.</li> <li>Identify patterns between erosion rates at coasts (in Europe) and weather.</li> <li>Compare and contrast erosion and deposition in coasts and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate coasts (in Europe) that have arches or stacks.</li> <li>True or false? Arches and stacks do not appear where coasts are formed from clay and soils.</li> <li>Relate your knowledge of types of rocks (from the science curriculum) to your knowledge of coastal features.</li> </ul>



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## Milestone 2

	<b>H U M A N  P R O C E S S E S</b>	<b>International trade: food</b>	<ul style="list-style-type: none"> <li>• Define the word 'import'.</li> <li>• Define the word 'export'.</li> <li>• What is the world's most traded beverage?</li> </ul>	<ul style="list-style-type: none"> <li>• Give some reasons why coffee may be the world's most traded beverage.</li> <li>• Organise information about the growing and exporting of coffee beans in Colombia.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate the import and export of food across the world with your knowledge of international transportation. Make some generalisations.</li> <li>• True or false? Countries export food to make money.</li> </ul>
		<b>Transportation: International</b>	<ul style="list-style-type: none"> <li>• What does the term 'international transportation' mean?</li> <li>• Define the word 'destination'.</li> <li>• What are the main reasons for international transportation?</li> <li>• What is a canal?</li> <li>• Locate on a map and label:               <ul style="list-style-type: none"> <li>-the Suez Canal</li> <li>-the Panama Canal.</li> </ul> </li> <li>• What is a cargo ship?</li> <li>• What is a port?</li> <li>• Locate on a map and label the world's largest port.</li> <li>• List the advantages and disadvantages of:               <ul style="list-style-type: none"> <li>-air travel</li> <li>- sea freight</li> <li>- passenger ships</li> <li>- rail</li> <li>- roads.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain why the Suez and Panama canals are useful for sea freight.</li> <li>• Organise information about some of the world's busiest:               <ul style="list-style-type: none"> <li>• airports</li> <li>• sea ports.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compile information about international sea freight from the UK.</li> </ul>
		<b>Climate change</b>	<ul style="list-style-type: none"> <li>• Describe the main causes of climate change.</li> <li>• Describe the effects on animals and humans of climate change.</li> <li>• Describe attempts to manage the effects of climate change.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast human processes before and after the Industrial Revolution and explain how this is thought to have affected the Earth's climate.</li> <li>• Collect data on the emissions of carbon dioxide from different types of human processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate your knowledge of the human processes affecting climate change to your knowledge of travel and trade. Cite evidence.</li> </ul>
<b>C O M M U N I C A T E  G E O G R A P H I C A L L Y</b>	<b>T E C H N I Q U E S</b>	<b>Describing maps</b>	<ul style="list-style-type: none"> <li>• Locate and label the equator and the tropics.</li> <li>• Describe the climate in the tropics.</li> <li>• Locate and label the prime meridian.</li> <li>• What is the prime meridian?</li> <li>• Label the western and eastern hemispheres.</li> <li>• What are the names of the lines used to describe any place on Earth?</li> <li>• Label these lines on a diagram of the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply your knowledge of map techniques to describe the locations of:               <ul style="list-style-type: none"> <li>• Greenwich in the United Kingdom</li> <li>• your school</li> <li>• the capital cities of the four countries of the United Kingdom</li> <li>• five European capital cities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Relate your knowledge of lines of longitude to time zones by:               <ul style="list-style-type: none"> <li>• explaining the concept of time zones</li> <li>• investigating the international date line and its relationship to the prime meridian.</li> </ul> </li> </ul>



# Geography Milestone 3

Threshold Concept	Knowledge Category	Breadth	Basic Year 5	Advancing Year 6	Deep
I N V E S T I G A T E  P L A C E S	L O C A T I O N	South America	<ul style="list-style-type: none"> <li>Describe the geographical location of South America.</li> <li>Locate and mark on a map the location of the countries of South America.</li> <li>Locate and mark on a map South America's landlocked countries.</li> <li>Locate and mark on a map South America's biggest lake.</li> <li>Locate and mark on a map the UK Overseas Territory of the Falkland Islands.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the geographical locations of Brazil and Finland.</li> <li>Organise information about the geographical location of three South American countries.</li> </ul>	<ul style="list-style-type: none"> <li>Propose a variety of types of maps, at different scales, to show the location of the ancient citadel of Machu Picchu.</li> </ul>
		South America: Mountains	<ul style="list-style-type: none"> <li>Locate and mark on a map the geographical location of South America's major mountain ranges.</li> <li>Which countries does the Andes mountain range pass through?</li> <li>Locate and mark on a map the highest peak in the Andes.</li> <li>Locate and mark on a map the world's highest capital city.</li> </ul>	<ul style="list-style-type: none"> <li>Give a broad overview (apply) of the geographical distribution of mountain ranges in South America.</li> <li>Show how the western coast of South America is part of a wider seismic zone.</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of biomes in South America to your knowledge of mountainous areas and draw some conclusions.</li> <li>Propose some reasons why the ancient citadel of Machu Picchu is located where it is.</li> </ul>
		North America	<ul style="list-style-type: none"> <li>Describe the geographical location of the continent of North America.</li> <li>At which latitude is the border between the two largest countries of North America?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the geographical location of North America with that of Europe.</li> <li>Point out important locational details about North America.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the significance of the Bering Strait between North America and Asia.</li> <li>Investigate why the southern parts of North America are more prone to hurricanes than the northern parts. Relate your answer to climate zones, ocean currents and weather patterns.</li> </ul>
		North America: rivers	<ul style="list-style-type: none"> <li>Locate and label on a map the most significant rivers of North America.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the geographical locations of the Yukon and Mississippi rivers.</li> <li>Compare and contrast the geographical locations of the Colorado and Danube rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how goods are traded using North American rivers, using locational examples.</li> </ul>
		Biomes and climate zones (Tropical rainforest, marine, desert and ice biomes)	<ul style="list-style-type: none"> <li>Locate and label on a map the Earth's biomes.</li> <li>Locate and label on a map the Earth's climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the geographical locations of the seven climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of the location of biomes to the location of climate zones.</li> <li>Make some generalisations.</li> </ul>
	P H Y S I C A L  F E A T U R E S	South America: Mountains	<ul style="list-style-type: none"> <li>Define the term 'seismic activity'.</li> <li>Describe the physical features of areas of tectonic subduction.</li> <li>What is a plateau?</li> <li>Which South American cities can be found on a mountain plateau?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the physical features of cities in South America that are situated at high altitudes and low altitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of mountainous areas to your knowledge of the population in South America. Draw some conclusions.</li> </ul>
		North America: Rivers	<ul style="list-style-type: none"> <li>Describe the significant physical features of each of these rivers.</li> <li>Define the word 'confluence'.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why pollution in a river affects more than one population. Use the Rio Grande as an example.</li> <li>Explain how some physical features of a river give rise to human activity.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the physical features found along the route of the Colorado River.</li> </ul>
		Biomes and climate zones (Tropical rainforest, marine, desert and ice biomes)	<ul style="list-style-type: none"> <li>What is a biome?</li> <li>Name the main biomes.</li> <li>Define the word 'climate'.</li> <li>What is a climate zone?</li> <li>Name the main climate zones.</li> <li>Describe the difference between a terrestrial and aquatic biome.</li> </ul>	<ul style="list-style-type: none"> <li>Organise information about the world's biomes (by using the knowledge webs for each biome provided).</li> <li>Compare and contrast the biomes.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate two areas in two biomes of your choice, selecting relevant information about their physical features.</li> </ul>





# Geography

## Milestone 3

	<b>HUMAN FEATURES</b>		<b>Ocean currents</b>	<ul style="list-style-type: none"> <li>Describe what is known as the Great Pacific Garbage Patch.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the term 'plastic pollution' and how this relates to ocean currents.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how knowledge of ocean currents may help search and rescue teams when a boat or person goes missing at sea.</li> </ul>
			<b>South America: population</b>	<ul style="list-style-type: none"> <li>What is the approximate population of South America?</li> <li>What does the term 'median age' mean, and what is the median age in South America?</li> <li>Locate and mark on a map the five most populous cities in South America.</li> <li>Define the term 'population density'.</li> <li>Describe some of the problems countries are facing as areas become more densely populated.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret population data for Bogotá and Lima.</li> <li>Classify areas of South America using population data.</li> <li>Compare and contrast the populations of Brazil and Canada.</li> </ul>	<ul style="list-style-type: none"> <li>True or false? Countries in South America are less populated than those in North America.</li> <li>Make generalisations about the population of an area based on your knowledge of physical features.</li> </ul>
<b>INVESTIGATE PATTERNS</b>	<b>DIVERSITY</b>		<b>South America</b>	<ul style="list-style-type: none"> <li>Define the word 'indigenous'.</li> <li>Define the word 'colony'.</li> <li>Describe some of the geographical diversity in South America, including:               <ul style="list-style-type: none"> <li>climate zones</li> <li>biomes</li> <li>population</li> <li>languages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explain the link between colonisation and the diversity of languages spoken in a geographical region.</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of the indigenous languages that have survived in some areas of South America to your knowledge of the physical features of the continent.</li> </ul>
			<b>South America: population</b>	<ul style="list-style-type: none"> <li>Define the term 'sparsely populated' and give some examples in South America.</li> <li>Describe the population density in Rio de Janeiro.</li> <li>Describe the religious diversity in South America.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise information about population diversity in Chile.</li> <li>Compare and contrast population information for Santiago and Isla Negra in Chile.</li> </ul>	<ul style="list-style-type: none"> <li>Propose reasons why areas within the Amazon basin are less populated than coastal areas at the mouth of the Amazon River.</li> <li>Propose appropriate types of map, at a variety of scales, to show population distribution within Brazil.</li> </ul>
			<b>North America</b>	<ul style="list-style-type: none"> <li>Describe, with examples, the diversity that is associated with the climate zones that are found in North America.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the physical and human diversity of areas of high and low latitude in North America.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate agricultural diversity in Jamaica and the United States of America. Draw some conclusions.</li> </ul>
			<b>Biomes and climate zones</b>	<ul style="list-style-type: none"> <li>Name and describe plants and animals for each biome.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the species found in different biomes and how they have adapted to/ are suited to their environments</li> </ul>	<ul style="list-style-type: none"> <li>Explain the terms biodiversity, hotspots and endemic species.</li> </ul>
	<b>PHYSICAL</b>	<b>PROCESSES</b>	<b>Ocean currents</b>	<ul style="list-style-type: none"> <li>What is an ocean current?</li> <li>What creates an ocean current?</li> <li>Give some examples of gyres.</li> <li>Describe the rotation of gyres in the northern and southern hemispheres.</li> <li>Identify and label on a map the main ocean currents of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how ocean currents affect the world's climate.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how melting polar ice caps may lead to changes in ocean currents.</li> <li>Investigate the benefits to the United Kingdom's climate of the Atlantic Ocean Gulf Stream.</li> </ul>
	<b>HUMAN</b>	<b>PROCESSES</b>	<b>Biomes and climate zones (Ice biome)</b>	<ul style="list-style-type: none"> <li>Describe how human processes affect biomes.</li> </ul>	<ul style="list-style-type: none"> <li>Point out the human processes that affect each biome.</li> </ul>	<ul style="list-style-type: none"> <li>Relate your knowledge of biomes to your knowledge of human processes.</li> <li>Draw conclusions as to why humans behave as they do in response to the conditions within a biome.</li> </ul>





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C O M M U N I C A T E  G E O G R A P H I C A L L Y	T E C H N I Q U E S	Using map features	<ul style="list-style-type: none"> <li>• On a map of Europe, locate and label the:               <ul style="list-style-type: none"> <li>• title</li> <li>• compass rose</li> <li>• key</li> <li>• lines of longitude and latitude</li> <li>• scale.</li> </ul> </li> <li>• Describe the purpose of each of these features.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply your knowledge of map features to your own maps of places you are studying by:               <ul style="list-style-type: none"> <li>• describing maps using the features</li> <li>• using the features to create your own maps.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Investigate how different scales of maps of the same place give the user differing levels of detail. Draw some conclusions.</li> </ul>
		Using maps: four and six figure grid references	<ul style="list-style-type: none"> <li>• What are the horizontal lines on a map called?</li> <li>• What are the vertical lines on a map called?</li> <li>• What is a grid reference?</li> <li>• What is a four-figure grid reference?</li> <li>• Which grid reference is used first – the eastings or the northings?</li> <li>• Which part of the square does a grid reference refer to?</li> <li>• On the four-figure grid reference example map, find:               <ul style="list-style-type: none"> <li>• 7333</li> <li>• 7134</li> <li>• 7234.</li> </ul> </li> <li>• What is a six-figure grid reference?</li> <li>• Why might you use a six-figure grid reference rather than a four-figure grid reference?</li> <li>• On the six-figure grid reference example map, find:               <ul style="list-style-type: none"> <li>• 722332</li> <li>• 729331</li> <li>• 725339.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply your knowledge of four-figure grid references to find the grid reference for:               <ul style="list-style-type: none"> <li>• your school</li> <li>• five places in the countryside near to your school</li> <li>• the centre of your nearest town or city</li> <li>• the centre of five European capitals.</li> </ul> </li> <li>• Apply your knowledge of six-figure grid references to name and locate at least ten places on urban and rural maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend a route of at least 3 miles through a rural area, using six-figure grid references.</li> </ul>