

<u>Threshold Concept</u>	<u>Early Learning</u>	<u>Milestone 1 Years 1 and 2</u>	<u>Milestone 2 Years 3 and 4</u>	<u>Milestone 3 Years 5 and 6</u>	<u>KS3</u>
Locational Knowledge	<ul style="list-style-type: none"> <li>• Become exposed to different maps to show different parts of the world.</li> <li>• Be exposed to atlases and what they are used for.</li> <li>• Small world set up based on different environments .</li> </ul>	<ul style="list-style-type: none"> <li>• Name some of the main towns and cities in the UK.</li> <li>• Name a few towns in the South and North of the UK.</li> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name the main cities of England, Wales, Scotland and Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where countries are in the UK.</li> <li>• Name and locate counties and the largest cities of the UK.</li> <li>• Name the two largest seas around Europe.</li> <li>• Name and locate the capital cities of neighbouring European countries.</li> <li>• Recognise the shape of different continents</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the USA, South America and Canada on a world map and atlas.</li> <li>• Know locations of: capital cities of countries in British Isles and UK, seas around UK, the largest cities in each continent.</li> <li>• Identify where countries are within Europe including Russia.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend their locational knowledge and deepen their spatial awareness of the world's countries</li> <li>• Use maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East</li> <li>• Use maps to focus on environmental regions, including polar and hot deserts, key</li> </ul>

		<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the seas surrounding the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between the British Isles, Great Britain and the UK.</li> <li>List 6 cities in the UK and locate them on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, equator, hemispheres, the Tropics, Arctic/Antarctic circles.</li> <li>Recognise the shape of different countries.</li> </ul>	<p>physical and human characteristics, countries and major cities</p>
Place Knowledge	<ul style="list-style-type: none"> <li>Use of maps/atlasses to expose children to different places around the world.</li> <li>Build understanding of natural</li> </ul>	<ul style="list-style-type: none"> <li>Explain the main features of a hot and cold place.</li> <li>Study the similarities and differences (human and physical Geography)</li> </ul>	<ul style="list-style-type: none"> <li>Understand why there are similarities and differences between places.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and describe why there are similarities and differences between places in relation to their human features.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities, differences and links between places through the study of the human and physical</li> </ul>

	<p>resources (within small world play).</p> <ul style="list-style-type: none"> <li>• Begin to develop an understanding of the seasons /hot/cold etc.</li> </ul>	<p>of a small area of the UK and a small area of a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• Name, describe and compare familiar places.</li> </ul>		<ul style="list-style-type: none"> <li>• Study and compare the physical and human features of a region of the UK, a region in a European country and a region in North America.</li> </ul>	<p>geography of a region in Africa and a region in Asia.</p>
Human and Physical Geography	<p>Experience different environments .</p> <p>Being to develop an understanding of the seasons/hot/cold etc.</p>	<ul style="list-style-type: none"> <li>• Describe daily and seasonal weather changes and patterns in the UK.</li> <li>• Make plausible predictions about what the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how people's lives vary due to weather.</li> <li>• Explain about weather conditions/patterns around the UK and parts of Europe/the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand about world weather patterns and relate these to climate zones.</li> <li>• Begin to recognise the climate for a given country according to its location.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the</li> </ul>

		<p>may be like in different parts of the world.</p> <ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</li> <li>• Understand how places are linked together (e.g roads/trains etc).</li> <li>• Name key features associated with a town or a village or what facilities they</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise similarities and differences between places and show awareness of how places relate to each other.</li> <li>• Carry out research to discover features of cities and villages.</li> <li>• Describe human features of UK regions, cities, counties.</li> <li>• Understand a widening range of geographical terms (erosion, deposition,</li> </ul>	<ul style="list-style-type: none"> <li>• Know about physical features of coasts, rivers (using erosion, deposition).</li> <li>• Understand and use a widening range of geographical terms.</li> </ul>	<p>key processes in:</p> <ul style="list-style-type: none"> <li>• physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology</li> </ul>
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		<p>may need.</p> <ul style="list-style-type: none"><li>• Use basic vocabulary to refer to physical features.</li></ul>	<p>volcanoes, earthquakes etc).</p>		<p>and coasts</p> <ul style="list-style-type: none"><li>• Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li><li>• Understand how human and physical</li></ul>
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					<p>processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</p>
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> <li>To experience the local environment and its features/different places</li> </ul>	<ul style="list-style-type: none"> <li>Use world map, atlases and globes to identify the UK and its countries,</li> </ul>	<ul style="list-style-type: none"> <li>Use and interpret maps, globes, atlases and digital mapping to</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 points of a compass and grid references, key symbols when reading</li> </ul>	<ul style="list-style-type: none"> <li>To build on their knowledge of globes, maps and atlases and apply and develop</li> </ul>

	<p>through small world play.</p> <ul style="list-style-type: none"> <li>• To be exposed to a range of maps and atlases to understand where to find places around the world.</li> </ul>	<p>countries, including other countries, continents and oceans studied at this stage.</p> <ul style="list-style-type: none"> <li>• Use locational and directional language and simple compass directions.</li> <li>• Make simple maps and plans using basic symbols as a key.</li> <li>• Use simple fieldwork to study the Geography of the</li> </ul>	<p>locate countries and key features.</p> <ul style="list-style-type: none"> <li>• Use fieldwork instruments and accurately and collect information from this.</li> <li>• Make more detailed fieldwork sketches/diagrams.</li> <li>• Explore features of OS maps.</li> <li>• Analyse evidence and draw conclusions using maps/aerial photos/pictures.</li> </ul>	<p>OS maps.</p> <ul style="list-style-type: none"> <li>• Carry out fieldwork including sketch maps, plans, graphs.</li> <li>• Use maps, charts etc to support decision making about the location of places.</li> </ul>	<p>this knowledge routinely in the classroom and in the field</p> <ul style="list-style-type: none"> <li>• To interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>• To use Geographical Information Systems</li> </ul>
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		<p><i>school.</i></p> <ul style="list-style-type: none"><li>• <i>Use aerial photographs to recognise landmarks and basic human and physical features.</i></li></ul>			<p><i>(GIS) to view, analyse and interpret places and data</i></p> <ul style="list-style-type: none"><li>• <i>To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</i></li></ul>
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