



## Geography Threshold Concepts and Progression

Milestone 1		Milestone 2		Milestone 3	
Place		Place		Place	
Can name, locate and identify the human and physical characteristics of the four countries and capital cities of the UK, its surrounding seas and the world's continents and oceans		Can name and locate the countries of Europe and identify and understand their main physical and human characteristics		Can describe the physical and human characteristics of a particular place and explain why it is similar or different to other places, including North and South America.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Map reading</b></p> <ul style="list-style-type: none"> <li>-To locate and name the four countries and some capital cities of the UK.</li> <li>-To locate and name the world's continents and oceans</li> <li>-To use a simple picture map to move around the class/school.</li> </ul> <p><b>Map types: world maps, basic floor maps and basic wall maps, basic pictorial maps Teacher drawn maps</b></p> <p><b>Map Making</b></p> <ul style="list-style-type: none"> <li>-To draw a simple map of school/classroom/imaginary location from stories</li> <li>-To include a simple key to label the map using own symbols.</li> </ul> <p><b>Direction and compass work</b></p> <ul style="list-style-type: none"> <li>-Use directional language such as left, right, forwards, backwards, near and far to describe the location of features.</li> </ul>	<p><b>Map reading</b></p> <ul style="list-style-type: none"> <li>-To name, locate and identify some of the human and physical characteristics of the four countries and capital cities of the UK.</li> <li>-To locate the UK's surrounding seas and the world's continents and oceans</li> <li>-To follow a route on a map to move around school/local area.</li> </ul> <p><b>Map types: Use and extend Y1 to include bird's eye view photos, Google Earth, Infant atlases and Globes. Large scale OS maps.</b></p> <p><b>Map Making</b></p> <ul style="list-style-type: none"> <li>-To sketch a map and add detail of simple physical and human features.</li> <li>-To begin to understand the need for a key.</li> </ul>	<p><b>Map reading</b></p> <ul style="list-style-type: none"> <li>-To name and locate the countries of Europe and identify and understand their main physical and human characteristics.</li> <li>-To follow a route on a map with some accuracy.</li> </ul> <p><b>Map types: Use and extend KS1 and include junior atlases, maps of different scales and orientations. BAIDU maps and online maps.</b></p> <p><b>Map Making</b></p> <ul style="list-style-type: none"> <li>-Try to make a basic map of a short route experienced.</li> <li>-To label the features in the correct order.</li> <li>-To consider scale of features on their map.</li> <li>-To know why a key is needed.</li> <li>-To use standard symbols.</li> </ul> <p><b>Direction and compass work</b></p>	<p><b>Map reading</b></p> <ul style="list-style-type: none"> <li>-To name and locate the countries of Europe, including Russia.</li> <li>-To know some of the major capital cities of the World. -To identify and understand their main physical and human characteristics.</li> <li>-To follow a route on a large scale map.</li> </ul> <p><b>Map types: Use and extend Year 3 maps and include large scale maps, ariel and oblique photographs.</b></p> <p><b>Map Making</b></p> <ul style="list-style-type: none"> <li>-To make a map of a short route experienced.</li> <li>-To make a simple scale drawing.</li> <li>-To know why a key is needed.</li> <li>-To begin to recognise symbols on an OS Map.</li> </ul> <p><b>Direction and compass work</b></p>	<p><b>Map reading</b></p> <ul style="list-style-type: none"> <li>-To locate countries and capital cities of the world including Eastern Europe and North and South America.</li> <li>-To describe the physical and human characteristics of a particular place and start to explain why it is similar or different to other places,</li> <li>-To compare maps and arial photographs.</li> <li>-To select a map for a particular purpose. E.g an atlas for finding world country and OS Map for local.</li> <li>-To begin to use atlases to find out about features of places.</li> <li>To locate the Northern and Southern hemispheres, Arctic and Antarctic circles and the tropics of Cancer and Capricorn.</li> </ul> <p><b>Map types: Use and extend Year 4 to include</b></p>	<p><b>Map reading</b></p> <ul style="list-style-type: none"> <li>-To locate countries and capital cities of the world. To describe the physical and human characteristics of a particular place and explain why it is similar or different to other places, including North and South America and Russia.</li> <li>-Use atlases to find out about other features of places.</li> <li>--To be able to identify and know the significance of the Prime/ Greenwich meantime.</li> </ul> <p><b>Map types: Use and extend Year 5 to include medium scale land ranger OS maps and topographical maps.</b></p> <p><b>Map Making</b></p> <ul style="list-style-type: none"> <li>-To draw a variety of thematic maps based on their own data.</li> <li>-To draw plans of increasing complexity.</li> </ul>



## Geography Threshold Concepts and Progression

	<ul style="list-style-type: none"> <li>-To include a simple key to label a map using agreed symbols.</li> <li>-Create plan/birds eye maps</li> </ul> <p style="color: red; text-align: center;"><b>Direction and compass work</b></p> <ul style="list-style-type: none"> <li>-As per year 1. To begin to use 4 points of a compass to describe a location.</li> <li>-Use simple coordinates to describe a location.</li> </ul>	<ul style="list-style-type: none"> <li>-To use 4 points of a compass to give and follow directions and to describe a location.</li> <li>-To use 2 figure grid reference to locate features on a map</li> </ul>	<ul style="list-style-type: none"> <li>-To confidently use 4 points of a compass to give and follow directions.</li> <li>-To begin to use 8 points of a compass to describe a location.</li> <li>-To begin use 4 figure grid references to locate features on a map.</li> </ul>	<p><b>medium scale land ranger OS maps and topographical maps.</b></p> <p style="color: red; text-align: center;"><b>Map Making</b></p> <ul style="list-style-type: none"> <li>-Begin to draw a variety of thematic maps based on their own data.</li> <li>-To make a simple scale drawing</li> <li>-To draw a sketch map using symbols and a key</li> <li>-To use and recognise OS symbols.</li> </ul> <p style="color: red; text-align: center;"><b>Direction and compass work</b></p> <ul style="list-style-type: none"> <li>-To use 8 points of a compass to give and follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise and use OS map symbols.</li> <li>-To use atlas symbols.</li> </ul> <p style="color: red; text-align: center;"><b>Direction and compass work</b></p> <ul style="list-style-type: none"> <li>-To use 8 compass points confidently and accurately</li> <li>-To use 4 and 6 figure co-ordinates confidently to locate features on a map.</li> <li>-To use latitude and longitude on atlas maps.</li> </ul>
<p><b>Patterns &amp; Processes</b> Can identify the similarities and differences of physical and human geography patterns in the UK and contrasting countries around the world.</p>		<p><b>Patterns &amp; Processes</b> Can explain and describe how patterns and processes of physical and human geography have changed over time in a variety of geographical settings.</p>		<p><b>Patterns &amp; Processes</b> Can describe how physical and human patterns and processes in countries and geographical regions are interconnected and interdependent.</p>	
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p style="color: red; text-align: center;"><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul> <ul style="list-style-type: none"> <li>-Identify the location of hot and cold areas of the world and start to discuss their position in relation to the Equator and the North and South Poles</li> </ul>	<p style="color: red; text-align: center;"><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the United Kingdom and compare them with contrasting countries.</li> </ul> <ul style="list-style-type: none"> <li>-Identify and compare the location of hot and cold areas of the world in relation to the Equator</li> </ul>	<p style="color: red; text-align: center;"><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>-To begin to understand climate zones of the world.</li> </ul> <ul style="list-style-type: none"> <li>-To be able to describe the key aspects of rivers and use related key vocabulary.</li> </ul> <ul style="list-style-type: none"> <li>-To be able to describe the Volcanoes and</li> </ul>	<p style="color: red; text-align: center;"><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>-To be able to name the different climate zones of the world and where they are.</li> </ul> <ul style="list-style-type: none"> <li>-To explain and describe how patterns and processes of physical and human geography have</li> </ul>	<p style="color: red; text-align: center;"><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>-To know about the weather in the Northern and Southern hemisphere, their climate zones and begin to know how it affects the environment and the lives of the people living there</li> </ul> <ul style="list-style-type: none"> <li>-To describe and understand key aspects of:</li> </ul>	<p style="color: red; text-align: center;"><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>-To know about the weather in the Northern and Southern hemisphere and the Antarctic and Arctic circle.</li> </ul> <ul style="list-style-type: none"> <li>-To describe and understand key aspects of:</li> </ul> <p>Physical geography including coasts, rivers and the water cycle</p>



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<p>-Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, soil, valley, vegetation, key human features, including: city, town, village, factory, farm, house, office.</p>	<p>and the North and South Poles</p> <p>-Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>And key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>earthquakes linking this to Science and rock types.</p> <p>-To know physical features of an island including topographical features, climate, Biomes and vegetation belts.</p> <p>-To explain the process of the water cycle.</p>	<p>changed over time in different settings.</p> <p>-To know about the weather in the Northern and Southern hemisphere and how it affects the environment and the lives of the people living there.</p> <p>To start to understand land use in a variety of geographical settings and how they may have changed.</p>	<p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>-To understand human geography including types of settlement, economic activity and trade between UK and Europe and ROW</p>	<p>including transpiration; climate zones, biomes and vegetation belts</p> <p>-To understand the economic activity between countries including the distribution of natural resources including energy, food minerals and water.</p>
<p><b>Enquiry and Communication</b> Can use geographical vocabulary to ask and answer questions about the world around us.</p>		<p><b>Enquiry and Communication</b> Can use a range of approaches and investigative skills to ask and answer questions about the local area and the world around us.</p>		<p><b>Enquiry and Communication</b> Can formulate questions relevant to a specific geographical concept and communicate findings in a variety of ways.</p>	
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Can participate in teacher led enquiries, to ask and respond to simple closed questions.</p> <p>-Can use information books/pictures as sources of information.</p> <p>-Can investigate their surroundings</p> <p>-Make observations about where things are e.g. within school or local area.</p>	<p>-Can ask simple geographical questions such as; Where is it? What's it like?</p> <p>-Can use books, stories, maps, pictures/photos and internet as sources of information.</p> <p>-Can investigate their surroundings and make appropriate observations about why things happen.</p>	<p>To begin to ask/initiate geographical questions.</p> <p>-To use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>-To investigate places and themes at more than one scale</p> <p>-To begin to collect and record evidence</p> <p>-To analyse evidence and begin to draw conclusions</p>	<p>To ask and respond to questions and offer their own ideas.</p> <p>-To extend to satellite images, aerial photographs</p> <p>-To investigate places and themes at more than one scale</p> <p>-To collect and record evidence with some aid</p> <p>-To analyse evidence and draw conclusions e.g. make comparisons</p>	<p>To begin to suggest questions for investigating</p> <p>-To begin to use primary and secondary sources of evidence in their investigations.</p> <p>-To Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>-To use fieldwork to collect and record evidence unaided</p>	<p>To suggest questions for investigating</p> <p>-To use primary and secondary sources of evidence in their investigations.</p> <p>-To investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>-To use fieldwork to collect and record</p>



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	<p>-Can make simple comparisons between features of different places.</p>	<p>e.g. make comparisons between two locations.</p>	<p>between locations photos/pictures/ maps and how they have changed over time.</p>	<p>-To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>evidence unaided and in a variety of ways. -To analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, looking at patterns and explain reasons behind it.</p>
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