



Two Mile Ash School Geography



INTENT

National Curriculum

Confident Individuals

Responsible Citizens

Successful Learners

At Two Mile Ash, our geography inspires children to learn about the world in which they live and how it has changed over time.

Our Geography Curriculum focuses on acquiring facts and knowledge as well as developing geographical skills which then in turn help them to understand larger global concepts such as humankind, place, significance, processes and change. The teaching of Geography follows the National

Curriculum and is integrated within our engaging Learning Journey topics, which include 'Inspiration days' to immerse the children in their learning. Great emphasis is placed upon acquiring geographical knowledge and vocabulary as well as making links between their current and prior learning.

The geography element of our school curriculum aims to inspire pupils with a curiosity and fascination about the world and its people, which will spark an interest in the subject, not only within their TMA journey, but throughout their future education. Our curriculum starts within our local community of Milton Keynes, before exploring the rest of Europe and finally branching out to the wider world to compare and contrast the way we live to various places in other continents, such as Africa and the Americas. Our geography curriculum enables children to develop a sense of place, whilst exploring, investigating and understanding the man made and natural processes that impact on our planet. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Through cross-curricular links, children use skills learnt in other subjects to enhance their geographical learning. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills. We achieve this through a variety of day trips, residential trips, local fieldwork and extra-curricular clubs. When children leave Two Mile Ash, they will have developed the skills and knowledge to be successful geographers in secondary school and beyond.

Essential Objectives (Our End Points)

What we want children to be able to do or know by the time they leave.

Confident Individuals

Responsible Citizens

Successful Learners

Essential Objectives

Geography

- To investigate places

- To investigate patterns

- To communicate geographically

Long Term Plan (What's taught when)



Geography Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 Stone Age</u></p> <p><u>EO: To communicate geographically</u></p> <ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. <p><u>Year 4 Rainforest</u></p> <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Explain own views about locations, giving reasons Use a range of resources to identify the key physical and human features of a location Name and locate the countries of Europe and identify their main physical and human characteristics <p><u>E.O: To investigate patterns</u></p> <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 	<p><u>Year 3 Marvellous Milton Keynes</u></p> <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Explain own views about locations, giving reasons Use a range of resources to identify the key physical and human features of a location <p><u>E.O: To investigate patterns</u></p> <ul style="list-style-type: none"> Describe how the locality of the school has changed over time <p><u>To communicate geographically:</u></p> <ul style="list-style-type: none"> 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 <p><u>Year 3 Marvellous Milton Keynes (United Kingdom)</u></p>	<p><u>Year 3 Egyptians</u></p> <p><u>EO: To investigate places</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about physical and human characteristics of a location Use a range of resources to identify the key physical and human features of a location <p><u>To communicate geographically:</u></p> <ul style="list-style-type: none"> Describe the key aspects of: physical geography including rivers and mountains Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the wider world. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries <p><u>Year 4 Eurovision</u></p>

zones. Describe some of the characteristics of these geographical areas

EO: To communicate geographically

- Describe key aspects:
- Physical geography, including: rivers, mountains, volcanoes & earthquakes & the water cycle.
- Human geography, including: settlements and land use.

EO: To investigate places

- 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

To communicate geographically:

- Describe the key aspects of: **physical geography** including rivers and mountains
- Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom

Year 4 Anglo Saxons

E.O: To investigate places

- Explain own views about locations giving reasons

E.O: To investigate places

- Name and locate the countries of Europe and identify their main physical and human characteristic
- Use a range of resources to identify the key physical and human features of a location

E.O: To investigate patterns

- Describe geographical similarities and differences between countries



Geography

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 – The Amazing Americas</u></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains and rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Name and locate countries of North and South America and identify their main physical and human characteristics <p><u>EO: To investigate patterns</u></p> <ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and 	<p><u>Year 6 – Extreme Earth</u></p> <p><u>E.O: To investigate patterns</u></p> <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location 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; understand how some of these aspects have changed over time. <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle 	<p><u>Year 5 – Riveting Rivers</u></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle To describe and understand key aspects of 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 to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Name and locate some of the countries of the world and their identifying human and physical characteristics Analyse and give views on the effectiveness of different geographical representations of a location Use different types of field work sampling to observe, measure and record the human and physical features in the local area

<p>Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p><u>Year 6 – The World at War</u></p> <p><u>E.O: To investigate patterns</u></p> <ul style="list-style-type: none"> • Describe how locations around the world have changed and explain some of the reasons for this change. • Describe how countries and geographical regions are interconnected and independent 		<p><u>Year 6 – Through the Decades</u></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> • To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> • Use a range of geographical resources to give details and opinions of a location • Collect and analyse statistics in order to draw clear conclusions about locations
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Progression of Knowledge and Skills

Essential Objective: To investigate places			
	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<ul style="list-style-type: none"> • 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?). • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Communicate own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • 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. • 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).
Knowledge	<ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • To identify the key physical and human features of a location using a range of resources. • 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. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • 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. • Name and locate the countries of North and South America and identify their main physical and human characteristics.

Essential Objective: To investigate patterns

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Knowledge	<ul style="list-style-type: none"> • 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. 	<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. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • 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.

Essential Objective: To communicate geographically

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skill	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).
Knowledge	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	<ul style="list-style-type: none"> • 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.

Yr 4 Summer Geography Knowledge Organiser



Essential Objectives:

- To investigate places
- To investigate patterns

Cross curricular knowledge links:

Computing- creating a presentation

English- Extended writing opportunities

Class Read- Rooftoppers

Key vocabulary

- Mountains - areas of land which are much higher than the surrounding land
- Volcanoes - a mountain or hill with an opening which lava can come out of.
- Rivers - the path water takes when it flows downhill towards the sea
- Population - the number of people living in a place
- flag - the symbol or emblem of a country
- map - a diagram of an area of land or sea, showing human and physical geographic features.
- Europe - the continent which the UK is part of
- Continent - a large solid area of land made up of lots of countries.
- Country - a land controlled by a single government
- physical features - natural features (mountains, rivers etc)
- human features - things that are made or built by humans (bridges, buildings, railways etc)
- landmarks - features or structures in a place which are notable or unique
- capital city - the city where the country's government is located

KNOWLEDGE

Locate Europe on a map

Name and locate the countries of Europe

Explore a chosen country of Europe and explain some of the geographical features.

Explore a chosen landmark and describe its geographical features.

Know physical and human features of the UK, Italy, Germany, Spain and France

Compare capital cities of Europe, explaining their geographical similarities and differences.



Link From	Link To
Y3 - Milton Keynes and the UK	Y5 - Amazing Americas



SKILLS

Using maps, atlases and globes

Describing features

Fieldwork skills

Use grid references, compass points, maps, symbols and keys





Geography

MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6	
human features	community	polar	state
physical features	civilisation	Arctic	territory
country	tribes	temperate	interconnected
county	urban	subtropical	independent
continent	rural	latitude	volcano
city	equator	biomes	tectonic plates
costal	tropical	ecosystems	crust
capital	Tropic of cancer	industry	mantle
town	Tropic of Capricorn	trade	core
motorway	settlement	urbanization	territory
borders	rainforest	global warming	interconnected
landmarks	Northern hemisphere	ocean/sea	The British Isles
mountains	Southern hemisphere	river	bank
population	climate zones	lake	delta
climate	humidity	mountains	elevation
terrain	deforestation	tributary confluence	magma
aerial	endangered	delta	lava
routes	Europe	floodplain	volcanic eruption
rural	currency	meander	plate boundaries
river	United Kingdom	mouth	
ocean		oxbow lake	
key		source	
scale line		waterfall	
compass		main channel	
N, S, E, W, NE, NW, SE, SW.		bank	
grid references		riverbed	
X and Y axis		current	
landmarks		polar	
transport			

Assessment Criteria



Geography Milestone 2



GEOGRAPHY - MILESTONE 2			
Essential Objective: To investigate places			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Ask and answer geographical questions about physical and human characteristics of a location.	There are some good examples of geographical questions about the characteristics of a location.	A developed range of geographical questions are asked and answered accurately.	Some very pertinent questions that uncover the nature of Office Online Frame asked and answered.
Explain own views about location, giving reasons.	When prompted, views about the location are generated with some use of geographical vocabulary to explain them.	Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.	Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations.
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.	Some fieldwork techniques are applied when investigating the local area.	A growing range of fieldwork techniques are chosen and applied when investigating the local area.	Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.
Use a range of resources to identify the key physical and human features of a location.	There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.	Resources are chosen in order to investigate and describe the characteristics of places.	Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.
Name and locate countries 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; understand how some of these aspects have change over time.	With some support from a teacher, knowledge of the countries and cities of the United Kingdom is revised and built upon and some features of its regions explored.	The names of the countries and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.	Fluent recall of the countries and major cities of the United Kingdom and a growing understanding of the nature of it regions are used to provide clear descriptions that include well-chosen geographical vocabulary.
Name and locate the countries of Europe and identify their main physical and human characteristics.	With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.	A growing number of European countries are known and their characteristic features identified using geographical vocabulary.	A large number of European countries are known and criteria are created to show similarities and differences between their characteristics.

GEOGRAPHY - MILESTONE 2
Essential Objective: To investigate patterns

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/time zones. Describe some of the characteristics of these geographical areas.	There is some awareness of the terms that can be used to describe geographical patterns.	There is a good level of application of a growing range of terminology to describe geographical patterns.	There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns.
Describe geographical similarities and differences between countries.	With the support of a teacher, similarities and differences between countries are identified.	There is a good level of application of growing range of terminology to describe geographical patterns.	Well-reasoned criteria are created to describe the similarities and differences between countries.
Describe how the locality of the school has changed over time.	With the support of a teacher, some changes to the locality of the school over time are identified and described using some geographical language.	Geographical language is selected to describe changes to the locality of the school over time.	Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.

GEOGRAPHY - MILESTONE 2
Essential Objective: To investigate communicate geographically

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Describe key aspects: <ul style="list-style-type: none"> Physical geography, including: rivers, mountains, volcanoes & earthquakes & the water cycle. Human geography, including: settlements and land use. 	With guidance from a teacher, some terminology is used to describe locations geographically.	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.	An in-depth understanding of geographical terms is well chosen to provide accurate and concise descriptions.
Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.	With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom.	When reminded of the known ways to describe position and direction, a good range of terminology the United Kingdom and continents of the world, is used.	A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.



Geography

Milestone 3



GEOGRAPHY - MILESTONE 3

Essential Objective: To investigate places

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Collect and analyse statistics and other information in order to draw clear conclusions about locations.	With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.	A growing range of statistical and other information is selected and used to draw some conclusions about locations.	A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location.
Identify and describe how the physical features affect the human activity within a location.	There is some awareness that physical features of a location affect human activity and some examples are given.	There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given.	A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity.
Use a range of geographical resources to give detailed descriptions and opinions of characteristic features of a location.	With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.	Detailed descriptions and opinions of places justified by using a growing range of geographical resources.	High detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.
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.	With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.	Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.	Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.
Analyse and give views on effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).	There are some good observations about different representations of a location.	A number of interesting and pertinent observations of locations are developed and explored.	Some very insightful and well-thought out opinions of different representations of a place are presented and explored.

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; understand how some of these aspects have changed over time.	Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.	There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.
Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.	There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described.	There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.	There is a good awareness of the countries of North and South America and a deep understanding of a particular location.

GEOGRAPHY - MILESTONE 3			
Essential Objective: To investigate patterns			
KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night).	With some support, the geographical significance of some geographical features and zones are described.	There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.	There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.
Understand some of the reasons for geographical similarities and differences between countries.	With support, some reasons for geographical similarities and differences between countries are explored.	There is a growing understanding of some of the similarities and differences with some good examples provided.	There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well.
Describe how locations around the world are changing and explain some of the reasons for change.	With support, changes within locations are described.	There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes.	There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.
Describe how countries and geographical regions are interconnected and interdependent.	There is some awareness of how geographical regions are linked and some examples are given.	There is a growing understanding of various links between geographical regions which are described well.	A wide range of links between geographical regions are understood and described with high level of accurate detail.

GEOGRAPHY - MILESTONE 3

Essential Objective: To communicate geographically

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
<p>Describe and understand key aspects:</p> <ul style="list-style-type: none"> • 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. 	<p>There is some awareness of the key physical and human geographical zones with some examples given.</p>	<p>There is a growing understanding of some of the key physical and human geographical zones with some good examples given.</p>	<p>There is a broad understanding of the key physical and geographical zones with in an in-depth understanding of some.</p>
<p>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.</p>	<p>With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.</p>	<p>With increasing independence and application of terminology, knowledge of the world is described well.</p>	<p>Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.</p>
<p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>With guidance, maps that identify patterns are created.</p>	<p>Through investigation, patterns are identified and depicted on maps.</p>	<p>Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.</p>