

Milestones

Geography – Cycle C – Year 2

By the end of the year, pupils who have experienced the elements of the milestones will have a ‘basic’ understanding and level of skill. The majority will have an ‘expected’ understanding and level of skill. Whilst some will have a ‘deep’ understanding and level of skill.

	Basic:	Expected:	Deep:
Comparing countries in the UK			
Geographical Enquiry			
I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing?			
I tell others the things I like and dislike about a place and give clear reason that I write in clear sentences			
I use words, pictures, bar charts, Venn Diagrams, pictograms and tables to help me describe place			
Geographical Skills			
I describe places using geography words such as natural and built			
I look at places and draw features I like or dislike, sorting them into groups			
I take digital photographs of a locality and use them back in the classroom to help describe places, adding geography words			
I can mark on a map of the British Isles: where I live and any other locations			
I can mark on a map of the world: the British Isles, my county of birth (if different) and any other locations I have discussed in class			
I can mark on a map of the local area: the location of the school and any other features I know			
I use books, stories, and other information to find out about places. I keep this in an organised way			
I can make a map of the things I see in places I am visiting or finding out about			
My maps are labelled with geography words I have learned (and may include teacher drawn NSEW compass rose)			
My maps have grid references			
My maps contain a key with symbols or colours to help identify features			
Knowledge and understanding of places			
I can say what type of buildings are in a place (house, shops, office etc.) and use this to decide whether a place is a town, city, village, coastal or rural area			
I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline			
I can say where somewhere is using words such as city or town names and the region (or continent)			



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I can say why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there)			
I can say how a place is changing, e.g., new houses being built, getting busier as it becomes more popular etc.			
I can say how a place is like another place (this is a busy/built up/farming/seaside/countryside place just like... this is a quiet place but... is a busy noisy place)			
I know that paths, roads, air and sea link places to others. I also know that some of the reasons places are linked: holidays, leisure, work, food, people moving to other countries/places.			
I can name and identify the equator and the tropics			
Knowledge and Understanding of environmental change and sustainable development			
I keep a class weather chart throughout the school year and discuss changes			
I collect temperatures and rainfall information and keep this on a class record sheet throughout the school year			
I can suggest solutions to different points of view as to how a locality can be improved			
Local fieldwork			
Geographical Enquiry			
I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing?			
I tell others the things I like and dislike about a place and give clear reason that I write in clear sentences			
I use words, pictures, bar charts, Venn Diagrams, pictograms and tables to help me describe place			
Geographical Skills			
I describe places using geography words such as natural and built			
I look at places and draw features I like or dislike, sorting them into groups			
I take digital photographs of a locality and use them back in the classroom to help describe places, adding geography words			
I can mark on a map of the British Isles: where I live and any other locations			
I can mark on a map of the world: the British Isles, my county of birth (if different) and any other locations I have discussed in class			
I can mark on a map of the local area: the location of the school and any other features I know			
I use books, stories, and other information to find out about places. I keep this in an organised way			



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I can make a map of the things I see in places I am visiting or finding out about			
My maps are labelled with geography words I have learned (and may include teacher drawn NSEW compass rose)			
My maps have grid references			
My maps contain a key with symbols or colours to help identify features			
Knowledge and understanding of places			
I can say what type of buildings are in a place (house, shops, office etc.) and use this to decide whether a place is a town, city, village, coastal or rural area			
I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline			
I can say where somewhere is using words such as city or town names and the region (or continent)			
I can say why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there)			
I can say how a place is changing, e.g., new houses being built, getting busier as it becomes more popular etc.			
I can say how a place is like another place (this is a busy/built up/farming/seaside/countryside place just like... this is a quiet place but... is a busy noisy place)			
I know that paths, roads, air and sea link places to others. I also know that some of the reasons places are linked: holidays, leisure, work, food, people moving to other countries/places.			
I can name and identify the equator and the tropics			
Knowledge and Understanding of environmental change and sustainable development			
I keep a class weather chart throughout the school year and discuss changes			
I collect temperatures and rainfall information and keep this on a class record sheet throughout the school year			
I can suggest solutions to different points of view as to how a locality can be improved			
Bear Goes To...			
Geographical Enquiry			
I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing?			
I tell others the things I like and dislike about a place and give clear reason that I write in clear sentences			
I use words, pictures, bar charts, Venn Diagrams, pictograms and tables to help me describe place			



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I can name and identify the equator and the tropics			



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I keep a class weather chart throughout the school year and discuss changes			
I collect temperatures and rainfall information and keep this on a class record sheet throughout the school year			
I can suggest solutions to different points of view as to how a locality can be improved			