

## Milestones

### Geography – Cycle C – Year 5

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:
<b>Natural Resources</b>			
<b>Geographical Enquiry</b>			
I ask ‘Which physical and human features does this place have?’			
I give reasons why some of those features are where they are			
I ask ‘What could this place be like in the future?’			
I collect statistics about people and places			
With help, I map land use of a location with given criteria (leisure, shopping, residential)			
I describe different points of view on an environmental issue affecting a locality and can give an opinion			
I find out about places and the features in those places by either going to that place to observe or by finding a source of information to look at			
I choose the most appropriate writing skills to communicate what I know			
I choose the most appropriate maths skills to help me record and present my observations (charts, scales, graphs, tables)			
I choose which of my ICT skills to use to help me find out information			
<b>Geographical Skills</b>			
I use the terms physical and human accurately and can describe these features			
I am beginning to confidently use geographical words			
I make detailed field sketches of the features of a location, labelling them			
I devise questionnaires to find out local opinions on an issue			
I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references, a scale, a compass rose indicating North and some standard Ordnance Survey Symbols			
I look at and make maps of areas I am studying			
I use the content page and index page of an atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the content			
I use aerial photographs to match features on a map to the photographs			
I use aerial photographs to help describe a location in more detail			
I am aware of the term GMT			
I know that globes are divided into lines of latitude and meridians of longitude.			



**Milestones**

**Geography – Cycle C – Year 5**

	Basic:	Expected:	Deep:
<b>Knowledge and understanding of places</b>			
I can describe a place using information I have found out using my geographical word well			
I compare and contrast places that I have studied using physical and human features for my comparisons, and my knowledge of continents			
I give some reasons for the similarities and differences between places, using geographical language			
When I describe where a place is, I use the 8 points of the compass to describe its position			
When I describe where a place is, I use continents country, region and names of towns, cities and rivers			
I can name and locate all places and features learned previously			
I can name the significant places and features of a location I am studying			
I can name and locate the continents			
I can name the key capital cities in each continent			
I can name and identify the five oceans on a globe			
I can name and locate mountain ranges in Europe			
<b>Knowledge and understanding of patterns and processes</b>			
I can identify the parts of a river and understand how land use is different along the river course			
I can explain the parts of a coastline			
I can explain the process of erosion and deposition			
I know how erosion, deposition and flooding can affect people			
I can describe a place in terms of how developed it is			
I can identify how a place where people live (settlement) has changed over time and give some well thought out reasons for this, both physical and human factors in my explanation			
I can compare places where people live and give reasons for the difference			
<b>Knowledge and understanding of environmental change and sustainable development</b>			
I keep a class weather chart throughout the school year and discuss changes, relating this to the news			
I collect temperature and rainfall information and keep this on a class record sheet throughout the year			
I can summarise an environmental issue, its possible cause and solution either in the local area or with help, an area I am studying			
I can suggest more than one solution as to how a locality can be improved			
I know how I can contribute to a reduction in climate change			



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	Basic:	Expected:	Deep:
<b>Population</b>			
<b>Geographical Enquiry</b>			
I ask 'Which physical and human features does this place have?'			
I give reasons why some of those features are where they are			
I ask 'What could this place be like in the future?'			
I collect statistics about people and places			
With help, I map land use of a location with given criteria (leisure, shopping, residential)			
I describe different points of view on an environmental issue affecting a locality and can give an opinion			
I find out about places and the features in those places by either going to that place to observe or by finding a source of information to look at			
I choose the most appropriate writing skills to communicate what I know			
I choose the most appropriate maths skills to help me record and present my observations (charts, scales, graphs, tables)			
I choose which of my ICT skills to use to help me find out information			
<b>Geographical Skills</b>			
I use the terms physical and human accurately and can describe these features			
I am beginning to confidently use geographical words			
I make detailed field sketches of the features of a location, labelling them			
I devise questionnaires to find out local opinions on an issue			
I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references, a scale, a compass rose indicating North and some standard Ordnance Survey Symbols			
I look at and make maps of areas I am studying			
I use the content page and index page of an atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the content			
I use aerial photographs to match features on a map to the photographs			
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I am aware of the term GMT			
I know that globes are divided into lines of latitude and meridians of longitude.			

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<b>Knowledge and understanding of places</b>			
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I give some reasons for the similarities and differences between places, using geographical language			
When I describe where a place is, I use the 8 points of the compass to describe its positions			
When I describe where a place is, I use continent, country, region and names of towns, cities and rivers			
I can name and locate all places and features learned previously			
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<b>Knowledge and understanding of patterns and processes</b>			
I can identify the parts of a river and understand how land use is different along the river course			
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<b>Knowledge and understanding of environmental change and sustainable development</b>			
I keep a class weather chart throughout the school year and discuss changes, relating this to the news			
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<b>Slums</b>			
<b>Geographical Enquiry</b>			
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I ask 'What could this place be like in the future?'			
I collect statistics about people and places			
With help, I map land use of a location with given criteria (leisure, shopping, residential)			
I describe different points of view on an environmental issue affecting a locality and can give an opinion			
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