

## Milestones

### Geography – Cycle B – Year 6

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>Migration</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 may this place be like in the future?’			
I collect statistics about people and places and present them in the most appropriate way			
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 give my opinion on the issue, giving reasons			
I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best 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 and present what I have found			
<b>Geographical Skills</b>			
I use the terms physical and human accurately and can describe these features			
I am confidently using geographical words			
I make detailed field sketches of the features of a location, labelling them with appropriate geographical words			
My field sketches show layouts, patterns or movements			
I make careful measurements of rainfall, temperature, distance, depth, and record these in the most suitable way			
I look at and make detailed maps of areas I am studying			
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 standard Ordnance Survey symbols			
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			

**Milestones**

**Geography – Cycle B – Year 6**

	Basic:	Expected:	Deep:
I use aerial photographs to help describe a location in more detail			
I identify buildings and land use by using aerial photographs			
I use the internet to help find out about a location			
I know that globes are divided into lines of latitude and meridians of longitude and those time zones are identified using meridian of longitude. I understand the term GMT			
<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, countries, climate, temperature and economy			
I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries			
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 continent, country, region and names of towns, cities and rivers			
When I describe places I do so in terms of economic development as well as other features			
I can name and locate all places and features learned previously			
I can name and locate the River Rhine			
I can name the two largest seas in Europe			
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 largest cities in each continents			
I can name the six countries with the highest population			
I can name and locate the areas of origin of the main ethnic minority groups in the UK			
<b>Knowledge and understanding of patterns and processes</b>			
I can identify the parts of a river			
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 economically 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			



**Milestones**

**Geography – Cycle B – Year 6**

	Basic:	Expected:	Deep:
<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 and opinions on climate change			
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 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			
I can summarise ways that people are trying to manage an environment			
<b>Local Fieldwork</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 may this place be like in the future?'			
I collect statistics about people and places and present them in the most appropriate way			
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 give my opinion on the issue, giving reason			
I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best 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 and present what I have found			
<b>Geographical Skills</b>			
I use the terms physical and human accurately and can describe these features			
I am confidently using geographical words			
I make detailed field sketches of the features of a location, labelling them with appropriate geographical words			
My field sketches show layouts, patterns or movements			
I make careful measurements of rainfall, temperature, distance, depth, and record these in the most suitable way			
I look at and make detailed maps of areas I am studying			



**Milestones**

**Geography – Cycle B – Year 6**

	Basic:	Expected:	Deep:
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 standard Ordnance Survey symbols			
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 identify buildings and land use by using aerial photographs			
I use the internet to help find out about a location			
I know that globes are divided into lines of latitude and meridians of longitude and those time zones are identified using meridian of longitude. I understand the term GMT			
<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, countries, climate, temperature and economy			
I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries			
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 continent, country, region and names of towns, cities and rivers			
When I describe places I do so in terms of economic development as well as other features			
I can name and locate all places and features learned previously			
I can name and locate the River Rhine			
I can name the two largest seas in Europe			
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 largest cities in each continents			
I can name the six countries with the highest population			
I can name and locate the areas of origin of the main ethnic minority groups in the UK			
<b>Knowledge and understanding of patterns and processes</b>			
I can identify the parts of a river			
I can explain the parts of a coastline			
I can explain the process of erosion and deposition			



**Milestones**

**Geography – Cycle B – Year 6**

	Basic:	Expected:	Deep:
I know how erosion, deposition and flooding can affect people			
I can describe a place in terms of how economically 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 and opinions on climate change			
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 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			
I can summarise ways that people are trying to manage an environment			
<b>Biomes</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 may this place be like in the future?'			
I collect statistics about people and places and present them in the most appropriate way			
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 give my opinion on the issue, giving reason			
I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best 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 and present what I have found			



**Milestones**

**Geography – Cycle B – Year 6**

	Basic:	Expected:	Deep:
<b>Geographical Skills</b>			
I use the terms physical and human accurately and can describe these features			
I am confidently using geographical words			
I make detailed field sketches of the features of a location, labelling them with appropriate geographical words			
My field sketches show layouts, patterns or movements			
I make careful measurements of rainfall, temperature, distance, depth, and record these in the most suitable way			
I look at and make detailed maps of areas I am studying			
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 standard Ordnance Survey symbols			
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 identify buildings and land use by using aerial photographs			
I use the internet to help find out about a location			
I know that globes are divided into lines of latitude and meridians of longitude and those time zones are identified using meridian of longitude. I understand the term GMT			
<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, countries, climate, temperature and economy			
I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries			
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 continent, country, region and names of towns, cities and rivers			
When I describe places I do so in terms of economic development as well as other features			
I can name and locate all places and features learned previously			
I can name and locate the River Rhine			
I can name the two largest seas in Europe			



**Milestones**

**Geography – Cycle B – Year 6**

	Basic:	Expected:	Deep:
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 largest cities in each continents			
I can name the six countries with the highest population			
I can name and locate the areas of origin of the main ethnic minority groups in the UK			
<b>Knowledge and understanding of patterns and processes</b>			
I can identify the parts of a river			
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 economically 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 reason 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 and opinions on climate change			
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 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			
I can summarise ways that people are trying to manage an environment			