

Geography Skills Checklist /Milestones

Essential Opportunities:

Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Essentials for Progress	Years 3 / 4	Years 5 / 6
To communicate Geographically	Describe key aspects of : <ul style="list-style-type: none"> • Physical Geography, including: rivers, mountains, volcanoes and earth quakes and the water cycle. • Human Geography, including settlements and land use. • 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 	Describe and understand key aspects of: <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. • 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)
To Investigate Places	<ul style="list-style-type: none"> • I can ask and answer geographical questions about the physical and human characteristics of a location. 	<ul style="list-style-type: none"> • I can collect and analyse statistics and other information in order to draw clear conclusions about locations.

	<ul style="list-style-type: none"> • I can explain own views about locations, giving reasons. • I can use atlases, maps, globes and digital/computer mapping to locate countries and describe features. • I can use field work to observe and record the human and physical features of a local area using a range of methods including sketch maps, plans and graphs and digital technologies. • I can use a range of resources to identify the key physical and human features of a location. • I can 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 features have changed over time • I can name and locate countries of Europe and identify their main physical and human characteristics. • I can discuss my school and area with people from a different area • I can use an atlas and locate places/points on a map • I can use the right geographical words to describe features and can ask geographical questions • I can draw maps, sketches and plans of local places 	<ul style="list-style-type: none"> • I can identify and describe how the physical features affect the human activity within a location. • I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. I can record my results in a range of ways. • I can 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). • I can 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 I can identify the key features of a location in order to say whether it is a city, town, village or coastal or rural area using specific vocabulary for physical features eg: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; and for human features: city, town, village, factory, farm, house, office, port, harbour and shop and understand how some of these aspects have changed over time. • I can name and locate the countries of North and South America and identify their main physical and
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	<ul style="list-style-type: none"> • I can talk, investigate and write about how people improve their environment and what they think about their environment • I can measure wind speed, rainfall and noise levels around the school and I can record my information on charts, graphs and/or a database 	human characteristics.
To investigate Patterns	<ul style="list-style-type: none"> • I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, our local area, and a contrasting non-European country, China or South Africa • I can use a range of resources to find out about a contrasting locality. • I can compare the physical features of that locality and the one in which I live using the correct vocabulary • I can compare the human features of that locality and the one in which I live • I can identify seasonal and daily weather patterns in the United Kingdom and use the correct language (seasons, hot, cold, raining, mist, fog) • I can locate the equator on a map of the world (weather) • I can locate the North and South pole on a map of the world (where the different animals live eg polar bears) • I can locate hot and cold areas of the world in relation to the Equator and the North and South Pole 	

	<ul style="list-style-type: none"> • I can describe how the locality of the school has changed over time • I can begin to describe geographical similarities and differences • I can compare the lives of people in two different places in the world (locally, population, physical processes etc) • I can compare weather and climate in different locations around the world 	
<p>To communicate geographically To begin to use basic geographical vocabulary to refer to:</p>	<ul style="list-style-type: none"> • Key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather • Year groups to identify key physical feature language needed for their topics through the year • Key human features including; city, town, village, etc • I can use locational language (e.g. near and far, left and right) to describe the location of features and routes on a map • I can use 4/8 figure compass directions (north, south, east and west) to describe a route on a map, these can be displayed in the classroom) • I can use a compass to describe the location of features on a map • I can devise and plan a simple map • I can use symbols as a key on my map • I can construct a key using basic symbols for a simple map • I can simple 2 figure and 4 figure grid references (A1, B1) to locate places on a map 	<ul style="list-style-type: none"> • Key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather • Year groups to identify key physical feature language needed for their topics through the year • Key human features including; city, town, village, etc • I can use locational language (e.g. near and far, left and right) to describe the location of features and routes on a map

