St Michael's CE Primary School

	Location	Physical Features, Human Features, Diversity	Physical processes Human Processes	Techniques	Vocabulary
Early Years Milestone & Milestone 1-Class 1	• I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • I can name the town where I live and I know that this is in England • I can discuss other significant places that are familiar to me. • I can begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area. • I can begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area. • I can locate the four countries and capitals of the United Kingdom on a map.	• I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge for stories, non-fiction texts and (when appropriate) maps • I can begin to ask and answer questions about what a place is like. • I can identify characteristics of the four countries and their capitals • I can observe my school and the surrounding areas and identify human and physical features.	• I can understand some important process and changes in the natural world around them, including the seasons • I can identify some similarities and differences between the natural world around them, including the seasons. • I can identify the land use around my school. • I can understand and talk about seasonal and weather patterns.	• I can draw information from a simple map • I can use world maps, atlases and globes to locate the United Kingdom and its countries. • I can begin to use compass directions: North, South, East and West to describe locations.	• Town, village, city, country, path, house, Wellingborough, Fields, River, hills, church, shop, park, countryside, • England, London, city, capital city • Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds, • Country, capital, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff and Belfast. • sunny, cloudy, rain, snow, windy, thunder, heatwave, drought, flood, monsoon, blizzard, gale, hurricane and tornado • beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.
Milestone 1 Class 2	• I can name and locate the world's continents. • I can name and locate the world's oceans. • I can understand there are hot and cold areas of the world in relation to the equator.	• I can ask and answer questions about what a place is like and what features I may find there. • I can recognise landmarks and physical features of a place from aerial images.	• I can understand geographical similarities and differences between an area of the UK and another country	• I can use world maps, atlases and globes to locate the countries studied • I can confidently use compass directions: North, South, East and West to describe locations. • I can devise a simple map and use basic symbols in a key	• North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean • temperature, climate, weather, polar and tropical to describe a location • beach, coast, forest, hill, mountain, ocean, river, weather, soil valley and vegetation. Human features including: city, town, village, house, shop, farm, factory and office.

Milestone 2 Class 3	• I can name some countries in Europe and discuss their characteristics. • I can begin to name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle. • I can give my own views about locations. • I can name and locate countries in Europe and discuss their characteristics and identifiable features. • I can begin to locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle.	• I can ask and answer questions about the physical and human characteristics of a location. • I can describe features of particular countries within Europe. • I can carry out fieldwork to observe and record the human features in the local area. • I can describe the key physical and human features of a location and how these features may have changed over time. • I can carry out fieldwork to observe and record the human and physical features in the local area.	• I can describe how our school's local area has changed over time. • I can describe similarities and differences between countries • I can describe the physical processes that cause earthquakes and volcanoes.	• I can use maps, atlases and globes to locate countries within Europe. • I can continue to use the 4 compass directions and begin to use North-East, North-West, South-East, South-West describe locations. • I can use all 8 compass points to describe a location: North, South, East, West North-East, North-West, South-East and South-West. •	• equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic • continents, land mass, population, river bed, source, mouth, channel, summit, mountain range. • congestion, pollution, network, national, international • equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle • continents, land mass, population, inhabitants and boundary, dormant, collision, magnitude, intensity, plates when describing volcanoes, earthquakes and tsunamis • river bed, source, mouth, channel, summit, mountain range
Milestone 3 Class 4	• I can collect information about a location and draw clear conclusions. • I can name and locate some of the countries of North America and their main human and physical characteristics. • I can use a range of geographical resources to help give a detailed description and opinion about a location. • I can name and locate countries of the world and identify their human and physical characteristics. • I can name and locate some of the countries of South America and their main human and physical characteristics.	• I can give my views on the effectiveness of different representations of an area, such as the difference between aerial images and topographical maps. • I can describe how physical features affect the human activity in a location. • I can begin to use fieldwork to observe and measure the human/physical features in the local area and record results. • I can understand and share some reasons for geographical similarities and differences between countries. • I can describe geographical diversity across the world. • I can use fieldwork to observe and measure the human and physical features in the local area and record results in a range of ways.	• I can describe the significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics and times zones. • I can describe how locations around the world are changing and explain reasons for this change. • I can describe how the human and physical characteristics of a place may have changed over time. • I can describe how some countries and geographical regions are interconnected and interdependent.	• I can use all 8 compass points to describe a location. • I can use grid references, symbols and keys to navigate a map and communicate knowledge of the world • I can use all 8 compass points to describe a location. N, S, E, W N-E, N-W, S-E and S-W. • I can use grid references, symbols, keys to navigate a map and communicate knowledge. • I can create maps of locations and identify patterns land use, climate zones and population densities.	• colonised, indigenous, populous, sparsely, landlocked, landmass • tropical, temperate, deciduous, desert, tundra, savannah, marine, freshwater, polar, precipitation, expansive, ecosystem, migration, when describing particular biomes. • climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, settlements and land use. • equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle • international, destination, cargo, tourism, import, export, natural resources, air travel, sea freight, shipments, pollution, network • settlements, land use, economic activity including trade links, the distribution of natural resources including food, energy, minerals, water supplies, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. • I can confidently use the correct names for: equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle