Geography Milestones updated December 2024

**Year/ Cycle A**

**Year/ Cycle B**

|  | **Garnet**  Reception/ Year 1 | **Topaz**  Year 1/ 2 | **Emerald**  Year 2/ 3 | **Sapphire**  Year 4 /5 | **Diamond**  Year 5 /6 |
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| **Geographical Concept/ Topic** | Exploring Maps | **Autumn:** What can you see at the coast?  **Spring:** Would you prefer to live in a hot or cold place?  **Summer:** Where am I? | **Autumn:** Are all settlements the same?  **Spring:** Why do we live near volcanoes?  **Summer:** Beyond the Magic Kingdom (Connected Curriculum). | **Autumn:** Where does our energy come from?  **Spring:** Where does our food come from?  **Summer:** Would you like to live in the desert? | **Autumn:** What is life like in the Alps?  **Spring & Summer:** Can I carry out an independent fieldwork enquiry? |
| **Geographical Concept/ Topic** | Outdoor Adventures  Around the world | **Autumn:** What is the weather like in the UK?  **Spring:** What is it like to live in Shanghai?  **Summer:** What is it like here? | **Autumn:** How and why is my local area changing? (Connected Curriculum)  **Spring:** Who lives in Antarctica?  **Summer:** Why are rainforests important to us? | **Autumn:** What are rivers and how are they used?  **Spring:** Why does population change?  **Summer:** Why do so many people live in Megacities? (Connected Curriculum) | **Autumn:** Why do oceans matter?  **Spring & Summer:**  How is climate change affecting the world? (Connected Curriculum) |
| **NC: Geographical Skills and Fieldwork** | Draw information from a single map. Explore the natural world around them. Recognise some environments which are different to where they live. | Name features of coasts and label these on a  Photograph. Follow a prepared route on a map.  Use a tally chart. Represent data in a pictogram. | Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Observe, digitally record and map different rocks using a symbol on a map. | Use six-figure grid references to identify features on an OS map. Design and use interview questions. Plot points on a sketch map. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. | Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. |
| **NC: Geographical Skills and Fieldwork** | Draw information from a single map. Explore the natural world around them. Recognise some environments which are different to where they live. |  |  |  |  |
| **Place**  **NC: Place Knowledge** | Places have names to help people describe where they are.  Places can be different sizes and types. | Landscape and surrounding environment are important parts of a place.  No two places are exactly alike. | A 'place' encompasses distinctive features, landscape, community and diversity.  As individuals, they are part of the process of shaping the place where they live. | People’s shared experiences of a place can help people to connect as a community. Places are interconnected, influencing and being influenced by other places. | Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. |
| **Place**  **NC: Place Knowledge** | Places have names to help people describe where they are.  Places can be different sizes and types | A place is more than just a location, it is about how it looks, what is there and how it makes you feel.  A place has different features that make it unique. | A 'place' encompasses distinctive features, landscape, community and diversity.  A 'place' is shaped by various factors including culture and shared experiences.  People’s shared experiences of a place can help people to connect as a community. | As individuals, they are part of the process of shaping the place where they live.  Places are interconnected, influencing and being influenced by other places. | Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. Factors such as socio-economic influences, historical context, and environmental impact can influence a place. |
| **Space**  **NC: Place Knowledge** | Things can be distributed or spread out across a space in different ways. | How far apart features are in a space can be compared and contrasted.  Patterns can be seen in the way features are distributed within a space. | The concept of space can be observed in various physical and human geographical features like landforms and urban areas. | 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. Elements, such as information, goods and people, within a space relate to and influence each other. | 'Space' involves examining features and the relationships between them.  That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors. |
| **Space**  **NC: Place Knowledge** | Things can be distributed or spread out across a space in different ways. | Patterns can be seen in the way features are distributed within a space.  Some features of an environment are bigger or smaller than others. | 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. | The concept of space can be observed in various physical and human geographical features like landforms and urban areas. Elements, such as information, goods and people, within a space relate to and influence each other. | 'Space' involves examining features and the relationships between them. Pattern, within the concept of ‘space’, refers to how distributions of things repeat or vary. |
| **Scale**  **NC: Place Knowledge** | Some places are bigger than others. | Some features of an environment are bigger or smaller than others.  People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent).  Maps are small - scale representations of a place. | Scale can refer to local, national, international and global.  Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. | Different geographical concepts and processes can be observed, interconnected and understood at these different scales. | Geographers examine features and the relationships between them at different scales, depending on their intended outcome. |
| **Scale**  **NC: Place Knowledge** | Some places are bigger than others. | Some features of an environment are bigger or smaller than others.  People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent).  Maps are small - scale representations of a place. | Scale can refer to local, national, international and global.  Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. | Different geographical concepts and processes can be observed, interconnected and understood at these different scales. | Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. Geographers examine features and the relationships between them at different scales, depending on their intended outcome.  The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. When discussing and debating geographical issues the issue of scale is relevant to stakeholders. |
| **Interdependence**  **NC: Locational Knowledge** | Aspects of our world are connected. | Features and people are connected and rely on each other. People, places, environments and processes are connected and can affect each other. | Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place | Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.  Changes or events in one location can affect another, regardless of distance. | More complex interdependencies exist, such as how the economy of one place can affect another. |
| **Interdependence**  **NC: Locational Knowledge** | Aspects of our world are connected. | Features and people are connected and rely on each other.  People, places, environments and processes are connected and can affect each other. | Changes or events in one location can affect another, regardless of distance.  Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. | Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance. | More complex interdependencies exist, such as how the economy of one place can affect another. Interdependence shapes our world, such as how trade connects different countries. |
| **Physical and Human Process**  **NC: Human and Physical Geography** | The physical environment changes over time. | Humans can have an impact on our surroundings. Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community. | Physical changes and human influences like urban growth can change the landscape of an area. | Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss. | Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. |
| **Physical and Human Process**  **NC: Human and Physical Geography** | The physical environment changes over time. | Humans can have an impact on our surroundings.  Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community. | Physical changes and human influences like urban growth can change the landscape of an area. | Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss. | Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment. |
| **Environmental Impact and**  **Sustainable Development**  **NC: Human and Physical Geography** | Taking care of our environment is important and there are ways we can help do this.  Taking care of our environment is important and there are ways we can help do this. | Human activities can impact the environment in many ways and there are things we can do to care for the world around us.  Human activities can have a positive or negative impact on the environment. | Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally.  It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling. | The impact of human activities on ecosystems and the environment may have long-term effects.  It is important to improve and sustain environments. Sustainability can impact the way a place is. | There are different strategies for sustainable resource use and the role of different stakeholders. People have different views about environmental change. |
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| **Cultural Awareness and**  **Cultural Diversity**  **NC: Human and Physical Geography**  **Note: valid for both Year A and B - this should underpin every unit of Geography.** | People have different daily practices and ways of life.  People have  different daily practices and ways of life. | There are many similarities and differences between the ways of life of people in different places.  That similarities and differences between environments can contribute to cultural diversity. | They are part of a local, national and global community.  There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment. | Describing and explaining how people who live in a contrasting area may have different lives to people who live locally.  There are different values and attitudes shaped by our personal and local environments that affect our viewpoints on geographical issues and the way we interact with our environment. | Different perspectives can provide different ways of understanding and interpreting the world.  The world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. |
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