

Geography Framework - Milestone 1

Intent	
<ul style="list-style-type: none"> • An excellent knowledge of where places are and what they are like. • An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. • An extensive base of geographical knowledge and vocabulary. • Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques. • The ability to reach clear conclusions and develop a reasoned argument to explain findings. • Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter. • Highly developed and frequently utilised fieldwork and other geographical skills and techniques. • A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. • The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment. 	
Threshold Concepts	Skills
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.

<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>		<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>		<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).