

**INSPIRE   NURTURE   BELIEVE   ACHIEVE**

*Working **together** to be the **best** that we can be.*


## **Knowledge Milestones: Geography – Y1**

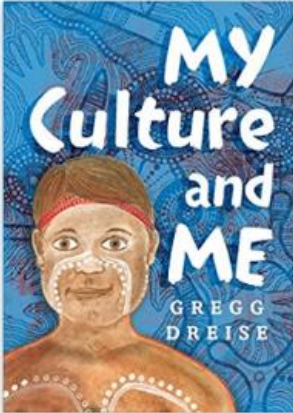
## Year 1 – Key Milestones

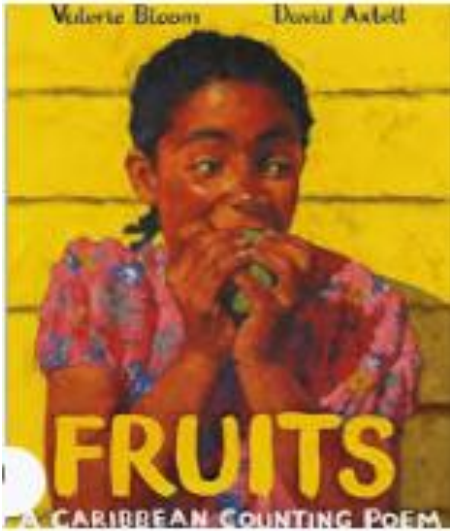
<b>Topics Cycle A</b>	Autumn 2: Pirate Voyage/Explorers	Spring 2: Australia	Summer 2: Seaside
<b>Cycle B</b>	Autumn 2: Arctic Adventure	Spring 2: Farming	Summer 2: Fairtrade

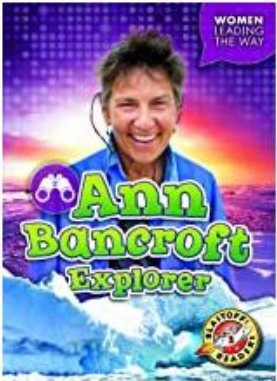
<b><u>Cycle A</u></b>	<b><u>Autumn 2: Pirate Voyagers/Explorers</u></b>
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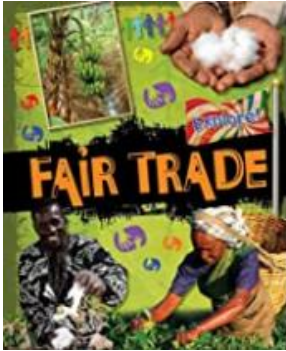
<u>Knowledge specific milestones</u>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can explain that England, Scotland, Wales and Northern Ireland make up the United Kingdom.</li> <li>• I know London is the capital of England.</li> <li>• I can find the UK on a world map.</li> <li>• I can use world maps and globes to begin to locate some continents and countries.</li> <li>• I can find the Caribbean and compare it to the UK.</li> <li>• I am starting to know the differences between town and country locations, Goldsborough/ Sicklinghall, Harrogate, Leeds.</li> <li>• I can use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</li> <li>• I am beginning to know simple features of the countries of the UK.</li> </ul> <p><b>Meeting (Emerging Milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can find the UK and the 4 seas surrounding it – North Sea, English Channel, Irish Sea and Atlantic.</li> <li>• I can name some key features of the countries of the UK.</li> <li>• I can make comparisons between features of different places. Eg. the Caribbean and the UK.</li> <li>• I can describe similarities and differences between the UK and the Caribbean.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain that England, Scotland, Wales and Northern Ireland make up the United Kingdom and name their capitals – London, Edinburgh, Cardiff, Belfast.</li> <li>• I can find the UK and the 4 seas surrounding it – North Sea, English Channel, Irish Sea and Atlantic and I can explain what direction they are in (N,E, S, W)</li> <li>• I can identify similarities and differences between the countries of the UK and identify national flags and emblems.</li> <li>• I can explain similarities and differences between the UK and the Caribbean and can give reasoned explanations.</li> <li>• I can identify a range of human and physical features in aerial photographs.</li> <li>• I can use a variety of maps to locate places and landmarks independently.</li> <li>• I can use world maps and globes to locate and name a range of continents and countries.</li> </ul>
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<u>Cultural diversity/gender equality</u>	<p>Ibn Battuta- Muslim explorer</p> <p>Travelling Man: The Journey of Ibn Battuta by James Rumford</p>	
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Cycle A	Spring 2: Australia	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can find Australia on a map.</li> <li>I can explain that Australia is made up of states and territories. I can name a few of these – Tasmania, Queensland, Victoria.</li> <li>I know Canberra is the capital of Australia.</li> <li>I can use world maps and globes to begin to locate some continents and countries.</li> <li>I am beginning to know simple features of the country of Australia.</li> <li>I can compare a simple feature of Australia to the UK e.g. The Great Barrier Reef.</li> <li>I can use a range of maps (with support) to locate landmarks in Australia. Eg. Uluru</li> </ul> <p><b>Meeting (Emerging Milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can find Australia and the 3 seas surrounding it – Southern Ocean, Indian Ocean and the Pacific Ocean.</li> <li>I can name some of the key physical features and landscapes of Australia. Uluru, Great Barrier Reef, Sydney Harbour Bridge, Fraser Island.</li> <li>I can make comparisons between features of Australia and the UK.</li> <li>I can describe similarities and differences between the UK and Australia, looking at the wildlife of both.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can identify similarities and differences between the different weather and climate in the Australian territories.</li> <li>I can explain similarities and differences between the UK and Australia and can give reasoned explanations.</li> <li>I can identify a range of human and physical features in aerial photographs.</li> <li>I can use a variety of maps to locate places and landmarks independently.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>Indigenous cultures - My Culture and Me is a heartfelt and stirring story of cherishing and sustaining Indigenous cultures.</p> <p>Cathy Freeman – Olympic Gold Medal Runner</p>	

Cycle A	Summer 2: Seaside	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can locate Whitby on a map and know that it is one of the closest beaches to where I live.</li> <li>I can begin to identify key features of a seaside town – e.g. sea, beach, houses, boats, lighthouse and pier.</li> </ul> <p><b>Meeting (Emerging Milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can use key words to describe a seaside location. E.g. beach, coast and Ocean.</li> <li>I can locate Whitby on a map and begin to locate some other seaside resorts e.g. Filey and Scarborough</li> <li>I can explain that seaside resorts can be found in the UK and worldwide and give examples like Bondi Beach in Australia and Crane Beach in the Caribbean.</li> <li>I can begin to classify key features of places into 'natural' and 'man-made' e.g. sea, beach, houses, boats, lighthouse and pier.</li> <li>I can describe a UK seaside resort (Whitby in Yorkshire) in detail using a range of information.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can begin to name a number of seaside resorts of the UK using a map.</li> <li>I can describe and classify a wider range of human and physical features from the seaside. e.g. sea, beach, houses, boats, lighthouse, beach hut, rock pools, pebbles, seashells and pier.</li> <li>I can locate a range of seaside resorts (UK and Worldwide) and describe their location.</li> <li>I can describe in more detail how seaside resorts have changed over time and make comparisons between features of different beaches we have looked at this year.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p><b>Valerie Bloom – A Caribbean counting poem</b></p>	

<p><b>Cycle B</b></p>	<p><b>Autumn 2</b> <b>Arctic adventure</b></p>	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can find the Arctic Circle on a map.</li> <li>• I can explain that the Arctic Circle is made up of a number of different countries in the north of the world. I can name a few of these – Greenland, Finland and Norway.</li> <li>• I can use world maps and globes to begin to locate some of the countries in the Arctic Circle.</li> <li>• I am beginning to know simple features of countries in the Arctic Circle.</li> <li>• I know that Polar Bears are found in parts of the Arctic Circle.</li> </ul> <p><b>Meeting (Emerging Milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can find the Arctic Circle on a map and some of the 8 countries within it, naming them.</li> <li>• I can describe the difference between summer and winter in the Arctic using the words season and weather.</li> <li>• I can identify some of the physical features found in the Arctic</li> <li>• I can name at least 3 animals that live in the Arctic, Polar Bear, Reindeer and the Arctic Fox.</li> <li>• I can compare the temperature in the UK to the temperature in an Arctic town.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can find the Arctic Circle on a map and name all of the 8 countries within it.</li> <li>• I can identify similarities and differences between a town in the Arctic and a town in the UK.</li> <li>• I can identify a range of human and physical features in aerial photographs.</li> <li>• I can use a variety of maps to locate places and landmarks independently, exploring different Arctic cities and the countries they are found in.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>Anne Bancroft- Female explorer first woman to reach the North pole by foot &amp; sled (1986)</p>	

<b>Cycle A</b>	<b>Spring 2 Farming</b>	
<u>Knowledge specific milestones</u>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can explain what a farm actually and name at least one different type of farm eg. Dairy.</li> <li>• I can name some of the key features of a farm, using the correct language – pig sty, hen house, crops.</li> <li>• I can identify what the four points on a compass mean and use them to navigate around a map of a farm.</li> <li>• I can use symbols to create my own map of a farm.</li> <li>• I can explain the 4 seasons and the weather found in each.</li> </ul> <p><b>Meeting (Emerging Milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain some of the different types of farms, namely arable, livestock and dairy.</li> <li>• I can identify some of the key features of a farm, using the correct language – pig sty, hen house, crops, pasture and explain their function.</li> <li>• I can describe where places are in relation to each other and explain the meaning of several keys and symbols on a map of a farm.</li> <li>• I can explain what happens on a farm during the 4 different seasons.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain in detail what happens on each type of farm and consider why farms are so important.</li> <li>• I know the difference between a rural and urban location and can explain it.</li> <li>• I can explain in more detail the affect the seasons have on the animal and crop activities.</li> </ul>	
<u>Cultural diversity/gender equality</u>	Fair trade – Fair trade Explore by Jillian Powell	

<u>Cycle A</u>	<u>Summer 2</u> <u>Fairtrade</u>	
<u>Knowledge specific milestones</u>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can explain what Fair Trade is and name at least one Fairtrade product.</li> </ul> <p><b>Meeting (Emerging Milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explain what Fair Trade is and name a number of Fairtrade products.</li> <li>I can locate different countries that produce Fair Trade products and find them on a world map. E.g. Bananas, Chocolate and tea.</li> <li>I can explain how to support Fair Trade.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explain what a Fair Trade organisation is and how they help Farmers and workers.</li> <li>I can locate different countries that produce Fair Trade products (bananas, chocolate and tea) and explain why they grow well there.</li> </ul>	
<u>Cultural diversity/gender equality</u>	Safia Minney is a British social entrepreneur and author. She is the founder of People Tree and a pioneering sustainable and Fair Trade fashion expert.	