








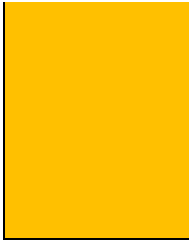


| KS1 Milestone 1 | | | |
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| Cycle A 2022-2023 | Autumn | Spring | Summer |
| Breadth | Australia | Continents and oceans | Australia - Daintree rainforest |
| Knowledge categories |  Location  Physical features  Human features |  Location  Physical features  Human features |  Location  Physical features  Human features |
| Threshold concept | By the end of this unit, children will have good knowledge and understanding of how Australia compares with the UK. Children will be able to comment on vegetation, animals and weather. They will also be able to say where Australia is located in relation to Bicton. | By the end of this unit, children will have good knowledge and understanding of the world's oceans and continents. They will be able to name the continents and identify these on a map. They will begin to name the world's oceans and use simple grid references. | By the end of this unit, children will have good knowledge and understanding of how the Daintree rainforest in Australia compares with the UK. Children will be able to comment on vegetation, animals and weather within the Daintree rainforest. They will also be able to say where the rainforest is located in relation to Bicton. |
| NC link | <p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Human and physical geography</u> 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</p> | <p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> | <p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Human and physical geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the</p> |

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| | <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> | | <p>world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season and weather</p> |
| Milestone 1 (Knowledge) | <ul style="list-style-type: none"> • 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. • 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. | <ul style="list-style-type: none"> • Identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans. | <ul style="list-style-type: none"> • 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. • 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 |

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| | | | location of hot and cold areas of the world in relation to the Equator and the North and South Poles. |
| Skills | <ul style="list-style-type: none"> • 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. • Name and locate the world's continents and oceans. • 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. • Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • 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. | <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans. • 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. | <ul style="list-style-type: none"> • 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. • Name and locate the world's continents and oceans. • 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. • Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • 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. |
| Key vocabulary | <p>Commonwealth: the UK and a group of countries that, in the past, were ruled by the UK</p> <p>Democratic: relating to a form of government in which people choose leaders by voting</p> <p>Urban: relating to a town or city</p> <p>Surrounded: all around somewhere</p> | <p>Continent: a large area of land</p> <p>Ocean: a large area of saline water</p> <p>Saline: salty</p> <p>Species: plants or animals</p> <p>Enclosed: surrounded by something</p> | <p>Commonwealth: the UK and a group of countries that, in the past, were ruled by the UK</p> <p>Democratic: relating to a form of government in which people choose leaders by voting</p> <p>Urban: relating to a town or city</p> |



Lone: alone












Seas: smaller, enclosed or partly enclosed areas of saline water

Magma: hot, liquid rock

Submerged: Covered by water

Surrounded: all around somewhere

Lone: alone

| KS1 Milestone 1 | | | |
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| Cycle B 2021-2022 | Autumn | Spring | Summer |
| Breadth | Local area study of Bicton | The United Kingdom | Climate |
| Knowledge categories |  Techniques  Location  Physical features  Human features |  Location  Physical features  Human features  Diversity |  Location  Physical features  Techniques |
| Threshold concept | By the end of this unit, children will have good knowledge and understanding of where our school is in relation to Shropshire that we are in the West Midlands. Children will know what the local land is used for and will recognise different human features. | By the end of this unit, children will have good knowledge and understanding of the United Kingdom, its countries, capital cities and oceans. Children will be aware of where they live in relation to other parts of the UK. They will also be able to identify different areas of the UK relating to physical features such as coast, town, village and countryside. | By the end of this unit, children will have a good knowledge and understanding of the different weather patterns in The UK. They will understand that people across the world in other countries do not experience the same weather patterns as we do. Children will be able to identify a cold and a mild climate and will be able to compare these. |
| NC link | <p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Geographical skills and fieldwork</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Human and physical geography</u> Identify seasonal and daily weather patterns in the</p> | <p><u>Locational knowledge</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> | <p><u>Human and physical geography</u> 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</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> |

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| | <p>United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> | | <p><u>Geographical skills and fieldwork</u></p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> |
| Milestone 1 (Knowledge) | <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. • Study the geography of the school and the key human and physical features of its surrounding environment. • Plan perspectives to recognise landmarks and basic physical features. | <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | <ul style="list-style-type: none"> • To know that there are four seasons. • To be able to compare the four seasons. • To know that some countries have warmer and colder climates. • To identify the location of different climates. • To identify the physical features of the countries learned about and know that some features affect weather patterns. |
| Skills | <ul style="list-style-type: none"> • 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. • Identify land use around the school. • Use basic geographical vocabulary to refer to 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 | <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, and 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. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use basic geographical vocabulary to refer | <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 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. • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, |

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| | <p>describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) | <p>to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <ul style="list-style-type: none"> • 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. | <p>valley, vegetation and weather.</p> |
| Key vocabulary | <p>City: Relatively permanent and highly organized centre of population, of greater size or importance than a town or village.</p> <p>Town: Generally larger than a village, but smaller than a city.</p> <p>Village: A village is a small settlement usually found in a rural setting.</p> <p>Factory: a plant consisting of one or more buildings with facilities for manufacturing. manufactory</p> <p>Farm: Involves rearing of animals and or crop cultivation</p> <p>House: provides shelter</p> <p>shop. the place for selling goods or services to buyers for personal, family or household use.</p> | <p>United: joined together</p> <p>Union: the joining together of different groups</p> <p>Monarchy: the king or queen and the royal family</p> <p>Democratic: relating to a form of government in which people choose the leaders by voting</p> <p>Government: the group of people who make the laws of the country</p> <p>Archipelago: a group of islands</p> | <p>Temperatures: how hot or cold a place is</p> <p>Climate: the expected weather in a place</p> <p>Weather: the conditions in a place at a particular time</p> <p>Polar: at the North or South Pole</p> <p>Equatorial: near the equator tropical: in the tropics of Cancer and Capricorn</p> <p>Extremely: very</p> <p>Vast: huge</p> <p>Thrive: to grow or develop very well</p> |