

Geography - End Points

EYFS	<p><i>* In the EYFS there is overlap with Geography and Science end points.</i></p> <ul style="list-style-type: none"> Know common types of weather- e.g rain, sunny, windy, etc . Know that adults have different occupations e.g. doctor, police, supermarket assistant, author Know how to respect and care for living things e.g. food, careful handling, warmth Know that families come from other countries in the world and identify some similarities and differences. E.g housing, clothing, weather etc Know similarities and differences between families and communities and associated vocab e.g. Diwali, Easter, Christmas, Eid 			EYFS Disciplinary Knowledge
	<p>Reception</p> <ul style="list-style-type: none"> Know and use vocabulary linked with the weather e.g. wind, windy, cloud, cloudy, rain, raining, snow, snowing, temperature, hot, cold, icy, wet, dry, temperature Know the effect of changing seasons on the natural world around them and know associated vocabulary e.g leaves changing colour, flowers blooming, animals gathering food, animals hibernating, animals giving birth, Spring, Summer, Autumn , Winter Recognise some different environments than the one they live in and use associated vocabulary e.g. seaside, countryside, desert, ocean, grasslands, city, houses, roads, Know the importance of caring for the environment e.g We can recycle to help reduce waste Know the name of the village/city and country they live in. Identify and name different landmarks in my local area. E.g post office. Albert Dock, River Mersey, Cathedrals, etc Know some similarities and differences between England and a contrasting country 			Exploring Identifying Recognising Describing Observing Questioning Understanding Explaining
EYFS Map and Fieldwork Knowledge and Skills	<ul style="list-style-type: none"> Know some positional language e.g. under, behind, in front, next to Know how to draw information from a simple map e.g. house, road, woods and create their own maps (this will begin with objects e.g. small world) Explore local area and contrasting environment e.g. seaside, woodland Make simple recordings of observations e.g. drawings, weather charts 			
Y1	<p style="text-align: center;">Local Area <i>(Fieldwork - Local Area)</i></p>	<p style="text-align: center;">The United Kingdom and the Weather <i>*Fieldwork</i></p>	<p style="text-align: center;">Hot and Cold Places <i>(Arctic and Antarctic)</i></p>	KS1 Disciplinary Knowledge
	<ul style="list-style-type: none"> Know what some human and physical features are and identify some examples in the school grounds and local area. <p>This unit focuses heavily on map and fieldwork end points 2, 4 5 and 6</p>	<ul style="list-style-type: none"> Know that the United Kingdom is made up of four smaller countries: England, Wales, Scotland and Northern Ireland and identify them on a UK map. Know the names of the seas and oceans surrounding the United Kingdom. Know how to observe and record the weather. 	<ul style="list-style-type: none"> Know the names of the 7 continents and identify them on a world map. Know directional vocabulary, including North, South, East and West to locate places on the world map. Know the position of the equator and the North and South poles. Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Know some human and physical features of hot and cold places around the world. know what the effect of living in a hot or cold place has on life there e.g. clothing, transport, animals who live there, homes 	As above plus: Comparing Contrasting Categorising Gathering Predicting Interpreting
Y2	<p style="text-align: center;">Food <i>(UK, World and Oceans)</i></p>	<p style="text-align: center;">Countries of the UK, including coasts <i>(Fieldwork and coastal comparisons)</i></p>	<p style="text-align: center;">Comparing Locations <i>(Non-European comparison - Australia)</i></p>	

	<ul style="list-style-type: none"> Know that the four countries of the UK have large rural areas of farmland which benefits urban areas. Know that farms in the UK produce products that end up in our shops. Know that food is grown in different countries and continents around the world. Know that oceans are a major source of food for the entire world. Know that climate affects where food comes from. 	<ul style="list-style-type: none"> Know the names of the four countries of the UK and their capital cities, including some characteristics. Know that the UK is surrounded by The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. Know some human and physical features in a town, village and city using aerial photographs. Compare the human and physical geography of a local urban and rural location. 	<ul style="list-style-type: none"> Know the human and physical features of Australia. Know the names of the 7 continents and 5 oceans and identify them on a world map. Know the geographical location of the UK and Australia on a world map. Know the similarities and differences between an urban area in Merseyside (UK) and Sydney (Australia). Know the similarities and differences between a rural area in Merseyside (UK) and the outback in Australia. Know that Australia has a hot climate due to its close proximity to the Equator. 	
KS1	<ul style="list-style-type: none"> Know the seasonal weather patterns in the United Kingdom. (covered through science lessons). 			
KS1 Map and Fieldwork knowledge and skills	<ol style="list-style-type: none"> Know how to use world maps, atlases and globes to identify specific places and bodies of water covered in the units. Know locational and directional language (e.g. near, far, left, right, next to) to describe the location of features and routes on maps. Know how to use 4 compass points to explain simple directions. Know how to identify human and physical features on maps and aerial views and within their immediate environment. Know how to use simple fieldwork and observational skills to study the geography of the locality Know how to devise a simple map and construct basic symbols in a key. 			
Y3	Villages, Towns, Cities <i>(UK and World)</i> <i>*Fieldwork</i>	Mountains, Volcanoes, Earthquakes <i>(Ring of Fire)</i>	Water, Weather, Climate <i>(UK weather and wider world)</i>	LKS2 Disciplinary Knowledge
	<ul style="list-style-type: none"> Know what population density is (L1) Know that natural resources are important for settlements e.g. rivers. (L2&5) Know how settlements can differ(L3). Know how to compare land use In different settlements (L4) 	<ul style="list-style-type: none"> Know that the earth's crust is made up of tectonic plates (L1) Know earthquakes and volcanoes happen where tectonic plates meet(L1). Know how tectonic plates create fold mountains and/or earthquakes (L2) Give examples of the <u>impact</u> of an earthquake and/or volcanic eruption(L3/4) Know how people can benefit from living near a volcano (L5) . 	<ul style="list-style-type: none"> Know about the water cycle(L1&2):. Teacher should tell the children this is a key aspect of world physical geography (L1&L2). Know why we have seasons (L3). Know what the weather is like in the UK (L4). know the difference between weather and climate (L4 & 5) 	As above plus: Identifying Understanding through explanation Developing conclusions
Y4	Rivers <i>(Europe and Russia)</i>	Migration <i>(North America (Caribbean) and UK (southern region)</i>	Natural Resources <i>(World, South America)</i>	

	<p>*Fieldwork</p> <ul style="list-style-type: none"> Know how to locate local rivers and major world rivers on a map (L1) Know what erosion, transportation and disposition is (L2) Know where the Volga River is and how it is used (L3) Know examples of how rivers are used by people (L4) Know how rivers shape the land around them (L5) 	<ul style="list-style-type: none"> know what migration is (L1). Know the push and pull factors of why people migrate (L2). Know at least one advantage and one disadvantage of migration(L3&4) Know about the Windrush generation migrants (L5) 	<ul style="list-style-type: none"> Know what a natural resource is, giving some examples (L1). know what a renewable and non-renewable natural resource is (L1). Know how population affects the use of natural resources (L2) Know that using natural resources can cause problems, such as climate change (L3) Know examples of some natural resources that can be found in Chile (L4) Know examples of some natural resources that can be found in the UK(L5). 	
Y5	<p>Slums <i>(Rosinha Rio Janeiro -Brazil Dharvi, Mumbai, India)</i></p>	<p>Biomes</p>	<p>Energy & Sustainability <i>(Curitiba Brazil and Freiburg Germany) *Fieldwork</i></p>	<p>UKS2 Disciplinary Knowledge</p>
	<ul style="list-style-type: none"> Know what a slum is, and where some can be found (L1) Know some similarities and differences between slums (L2) Know examples of challenges faced by those who live in slums (L3) Know examples of how slums can be improved (L4&5) 	<ul style="list-style-type: none"> Know what a biomes is and where they are inc the relevance of lines of latitude (L1&L2) Know examples of how human activity puts world biomes under threat(L3). Know the features of a specific climate zone e.g. arctic, temperate or tropical(L4) Know how we might protect biomes from climate change (L5). 	<ul style="list-style-type: none"> Know what sustainability is (L1). Know what fossil fuels are (L2). Know examples of renewable and non-renewable energy sources(L3) Know how some cities are tackling sustainability ((L4&5 	<p>Speculating Evaluating Emphasising Hypothesising Presenting</p>
Y6	<p>Population <i>(Environmental regions of the UK, Wider World, Japan)</i></p>	<p>Globalisation</p>	<p>Local Fieldwork</p>	
	<ul style="list-style-type: none"> Know how to gather information about world population density (L1) Know reasons why population can change over time (L2) Know an example of a population challenge, such as an ageing population and food insecurity (L3&5) know how to compare population graphs (L4) 	<ul style="list-style-type: none"> Know the term globalisation and that improved transport has increased global trade (L1) Know the impact technology has has on globalisation ie. communication(L2). Know how globalisation has affected trade (L3). Know at least one positive and one negative impact of globalisation ie environmental impact of fast fashion (L4) Know that transnational 	<ul style="list-style-type: none"> Know what geography fieldwork is (L1) Know why geographers do fieldwork (L1) Know some ways that geographers conduct fieldwork.(L2) Know that geographers collect and present data (L3) Know how to design and conduct fieldwork in their local area (4) Know how to analyse data collected to draw conclusions (L5) 	

		corporations (TNC) control most of the world's food (L5)		
KS2 Map and Fieldwork knowledge and skills	<ol style="list-style-type: none"> 1. Know the 8 points of the compass and use them to explain direction and location 2. Know four- and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) and demonstrate this. 3. Know how to use maps, including GIS to locate the world's countries, major cities and the UK's counties. 4. Know how to use maps to identify the key lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle, Antarctic Circle) and longitude (Prime Meridian/Greenwich Meridian, International Date Line). 5. Know how to use maps and graphs to identify human features studied e.g. types of settlements, land use, economic activity including trade links, the distribution of natural resources, population density, population growth, migration 6. Know how to use maps to locate physical features and areas studied e.g. continents, countries, cities, oceans, rivers, mountain ranges, volcanoes, earthquakes, water cycle, climate zones, biomes 7. Know key topographical features in the locations studies, including mountains, rivers, farms and hills 8. Know how to use fieldwork skills to present, observe, measure, record & present information on maps, plans, graphs and digital technologies 			

- Knowledge in the map and fieldwork work endpoints is defined in bold.