Geography end points

Year 1

My Local Area	The UK	My local area and the UK
End points Name and locate the United Kingdom and its four countries (England, Northern Ireland, Scotland and Wales) on a map. Locate their local area (Bury) on a map and know that Bury is a town. The children know that Bury is in England which is part of the United Kingdom. To name some human and physical features and identify these in their local area. Children can create and interpret a simple map using a key.	**End points** Locate the four countries of the United Kingdom on a maps/atlases/globes and name their capital cities. Children understand the difference between a town and city and know that these are human features. To understand what a sea is and that these form part of an ocean. Children can name and locate the seas which surround the United Kingdom. To explain what a landmark is and locate some within their local area.	**End points** Locate the four countries of the United Kingdom, their capital cities and surrounding seas on maps/atlases/globes. To describe the location of England, Northern Ireland, Scotland and Wales using compass directions (North, East, South, West) To describe some similarities between the human and physical features of a village, town and city. To be able to describe human and physical features in their local area (Bury) including some landmarks.
Vocab: Country, town, local area, human feature, physical feature, aerial, map.	**Vocab:** mountain, landmark, sea, city, **town**, **human feature**, **physical feature**.	**Vocab:** village, **town, city, country, landmark,** compass, similarity.

Year 2

Alaska and Bury	Kenya and Greater Manchester	Alaska and Kenya: A comparison
End points The children can name and locate the world's continents and oceans on a world map/atlas or globe. Locate Bury (England) and Anchorage (Alaska) on a world map and name the countries/continents they are part of. To describe the location of the North and South poles and the equator and talk about how these influence weather patterns and hot and cold areas. Be able to comment on and compare physical features of Anchorage and Bury including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Be able to comment on and compare human features including: city, town, village, factory, farm, house, office, port, harbour and shop.	**End points** The children can name and locate the world's continents and oceans on a world map/atlas or globe. Be able to compare a city in the United Kingdom (Greater Manchester) with a city in a non-European country (Nairobi, Kenya). Making basic comparisons between human and physical features. To describe the location of the North and South poles and the equator and talk about how these influence weather patterns in Nairobi and Greater Manchester. Use basic geographical vocabulary to refer to physical features, including: forests, mountains, rivers, hills, valleys and vegetation. Be able to comment on and compare human features in Nairobi and Greater Manchester including: city, town, village, factory, farm, house, office, port, harbour and shop.	**End points** The children can name and locate the world's continents and oceans on a world map/atlas or globe. Be able to compare a city in the United Kingdom with cities in a non-European country Anchorage (Alaska) and Nairobi (Kenya). To describe the location of the North and South poles and the equator and talk about how these influence weather patterns in Anchorage and Nairobi. To use compass directions to describe the location of Nairobi, Anchorage and Greater Manchester in relation to one another. To make simple observations and comment on what aerial photographs show about the land use in Anchorage and Nairobi.
Vocab: continent, ocean, city, country, town, equator, climate, seasons, north pole, south pole, river, human feature, physical feature, landmark, aerial photograph.	**Vocab:** continent, country, capital city, weather, climate, physical feature, mountain, valley, similarity, difference, human feature, city, office, town, factory, farm shop, aerial photograph.	**Vocab:** country, continent, ocean, sea, town, capital city, north pole, south pole, north, south, east, west, equator, climate, land use, vegetation, population, farm, port, harbour, shops.

KS1 end points			
Procedural knowledge	**Disciplinary knowledge**	**Substantive concepts**	**Substantive knowledge**
• Use simple fieldwork skills to observe, ask questions and gather information about the school and local area. • Use simple maps, aerial photos and digital mapping to identify basic features and landmarks. • Use simple directional language (near/far, left/right, NSEW) to describe routes. • Create simple maps with a key using symbols for basic features. • Collect and sort geographical information (weather, land use, physical features) through first-hand observation.	• Identify simple similarities and differences between places locally and globally. • Recognise simple patterns (e.g., weather, hot/cold places). • Use basic evidence (photos, maps, observations) to express ideas about places. • Use simple geographical vocabulary to explain what they notice about human and physical features (e.g., "The city has more buildings than the countryside"). • Begin to understand cause and effect (e.g., "It is colder in the Arctic because it is near the North Pole").	• **Place** – knowing what makes places unique (local area, UK countries, contrasting non-EU countries). • **Space** – understanding simple location and distance (local landmarks, basic routes, world continents). • **Environment** – recognising physical vs human features; noticing how environments differ (Arctic, China, Kenya). • **Scale** – understanding the difference between local, national and world. • **Human–physical interaction** – simple awareness that people live differently in different environments (e.g., Alaska vs Bury). • **Change** – recognising that places change over time through weather, seasons or people's actions	• The name and location of the four countries of the UK and their capital cities. • Key physical and human features of their local area (school, town, parks, roads, rivers). • Differences between rural and urban areas. • Basic facts about contrasting non-European locations (e.g., Anchorage, Nairobi, China, the Arctic). • The names and positions of the world's seven continents and five oceans. • How weather and seasons affect daily life. • Simple compass directions and map symbols

Key Stage 2

	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocab
Year 3 – The North West	**Name and locate the counties and cities** in the United Kingdom (specifically linked to **Lancashire and Greater Manchester**) including: **Cheshire, Derbyshire** and **Merseyside.**	Children can use an **Ordnance Survey map to identify and locate human features** in their **local area (Bury)** including: place of worship, shops, schools, restaurants.	**Describe and understand key aspects the physical geography of Bury and Lancashire**, including: vegetation belts, hills, mountains, coasts and rivers and they can use an Ordnance Survey map to locate these.	**Use the eight points of a compass, symbols and key** (including the use of Ordnance Survey maps**) to build their knowledge of** the United Kingdom specifically **Bury and Lancashire.** **Devise a simple map** including a key and using basic map symbols.	Ordnance Survey map, compass, orienteering, land use, physical features, human features, vegetation belt, settlement, city, county, coast
Year 3 – Iceland	Children **can locate Europe on a map** and **identify the location of Iceland, Capital Region, Reykjavik, United Kingdom and Lancashire** (North West).	**Children can identify and compare physical features of Capital Region and Lancashire** including: hills, mountains, rivers, glaciers, vegetation, vegetation belts and climate.	**Describe and understand key settlement and land use in Capital Region and Lancashire.** Children can **talk about economic activity and distribution of natural resources within and between Capital Region and Lancashire**		Europe, capital city, region, mountain range, vegetation belt, fjord, glacier, settlement, land use
Year 3 – Natural Disasters	**Locate key places on a map where natural disasters have occurred** including their countries and continents **(Kobe, Kashmir, Vesuvius, St Helens)**	Children can **explain some of the effects that natural disasters have had on the environment and the** impact on the **people** that live there.	**Describe and understand key aspects of volcanoes and earthquakes** and use these to make comparisons. Children can explain that earth is compromised of layers and tectonic plates make up its crust. Children can talk about the structure of a volcano and what causes an eruption.	**Use maps, atlases, globes and digital mapping to locate countries and describe features studied**	magma, volcano, molten, ash, vent, types of volcanoes: active; dormant; extinct, lava, crust, inner core, mantle, epicentre, faults, aftershock, foreshock and tectonic, after-effect

	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocab
Year 4 – What is the water cycle and why is it important?	**Name and locate the world's major oceans and seas.**		**Describe and understand the process of the water cycle.** **Explain the difference between a river, lake, ocean and sea** Discuss how global warming can impact the distribution of natural resources (water).	**Use maps, atlases and globes to locate the world's major oceans and seas.** **Use fieldwork to observe and measure rainfall.**	condensation, transpiration, loch, reservoir, global warming, climate change, evaporation, precipitation, fjord
Year 4- Texas, North America	**Locate and name Bury, London, United Kingdom, Austin, Texas and North America on a world map.**	**Understand geographical similarities and differences between Texas (North America) and London (United Kingdom).**	**Identify geographical similarities and differences** between the Rio Grande (Texas) and the River Thames (London). **Make basic comparisons about weather patterns and climate** in Texas and London. Understand what a natural resource is and why natural resources are important. **Children can talk about how people live, work and use land** differently/similarly in Texas and London.	**Use maps, atlases and globes to locate Texas, North America, London, United Kingdom and Europe.** **Observe, measure, record and present data about physical features** including: land use and distribution of natural resources.	distribution, globalization, rural, urban, sustainable
Year 4- Earth's Ecosystems: Biomes	**Locate**: North America (Tundra), Russia (Taiga/forest), South America (Rainforest), Africa (Grassland), Asia (Desert), Atlantic Ocean (Aquatic)		**Discuss physical features including climate and weather** in each biome. Give examples of some of the **flora and fauna** found in each of the six major biomes.	**Use maps, atlases and globes to locate the world's countries and six major biomes.**	flora, fauna, coniferous, deciduous, tundra, aquatic, desert, rainforest, grassland, forest

	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocab
Year 5 – Mountains and Rivers	Children can **locate the following mountains and their countries**: Mount Kenya, Scafell Pike, Ben Nevis, Snowdon, Mourne mountains. Children **can name and locate the world's main bodies of water**. They can also locate the following rivers: River Irwell, Eagle River, Rio Grande, River Roach		Children can **describe the following physical features of mountains**: summit, base, peak, ridge, valley, snowline, treeline. Children can **describe the following physical features of rivers**: channel, banks, bed, flood plain, meanders, tributaries, v-shaped valleys, mouth. **Explain the role of rivers in the distribution of water.**	**Locate some of the world's rivers and mountains/mountain ranges on a map/atlas/globe.**	- erosion, source, distribution, summit, peak, tectonic plates
Year 5 – The Amazon and Grizedale: A Forest Comparison	**Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.** **Locate the Amazon Rainforest (South** America) and Grizedale (United Kingdom) on a map.		**Comment on physical features of forests** including: climate, rainfall, soil, flora and fauna and the forest ecosystem. **Describe and understand how deforestation impacts economic activity and the distribution of natural resources.**	**Present human and physical features of an area (land use) using graphs to show how it has changed over time.**	- coniferous, deciduous, temperate, deforestation, vegetation belt

	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocab
Year 5- Night and Day	**Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle** Discuss how day and night occurs in relation to the Earth's axis and the sun. Identify how and why it differs in different hemispheres. Explain how day and night differs in the Arctic and Antarctic and why. Explain why seasons differ in different hemispheres. **Identify the position and significance of the Prime/Greenwich Meridian and time zones.**			**Use the eight points of a compass, four and six figure grid references to build their knowledge of the UK.** Describe Bury using grid references.	Prime Meridian, latitude, longitude, Greenwich Mean Time, Equator, Northern Hemisphere

	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocab
Year 6 – A Regional comparison: North West, England, Capital Region, Iceland and Crete, Greece.	**Locate North West England, United Kingdom, Crete, Greece and Capital Region, Iceland on a map.**		To **compare physical features of rivers and mountains** in Crete, Capital Region and North West England. **Comment on and compare the climate and vegetation belts** in Crete, Capital Region and North West England. **Comment on and compare land use, settlement and distribution of energy resources** in Crete, Capital Region and North West England.		Peak, fjord, sparsely populated, densely populated, vegetation belt
Year 6- Trade and economy of the United Kingdom.	**Children can locate the main import and export partners of eight countries on a world map.**		Explain why countries trade and describe some changes in trade over time. Explain what the workforce is like in the UK and discuss how immigration has impacted this. Describe economic activity in the UK and my local area. Understand the role and responsibility of humans to take action to preserve the environment and contribute to sustainability.	Use maps, atlases and globes to compare distribution and identify patterns.	Distribution, globalization, trade, economy, fair trade, sustainable, import, export.

	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocab
Year 6- Mapping the local area	**Identify human features and land-use patterns**; **and** understand **how some** of these aspects **have changed over time.**		**Use an ordnance survey map to locate key human features in the local area including the use of symbols, grid references and a key to find information**	Use fieldwork to **observe, record and present the human and physical features in the local area using sketch maps** Use fieldwork to **measure and record land use in the local area using plans and graphs.** **Locate geocaches in the local area using digital computer mapping.**	Grid referencing, geocache, geocaching, ordnance.

KS2 end points			
Procedural knowledge	**Disciplinary knowledge**	**Substantive concepts**	**Substantive knowledge**
• Use fieldwork techniques to observe, measure, record and present data about the local environment (sketch maps, graphs, digital technologies). • Read, interpret and create increasingly detailed maps using OS symbols, four- and six-figure grid references and scale. • Use digital mapping tools to analyse places and identify patterns (climate, population, land use). • Conduct comparative studies of regions using a range of data sources. • Apply geographical enquiry steps: asking questions, forming hypotheses, collecting data, drawing conclusions and presenting findings.	• Ask and answer more complex geographical questions, using evidence to justify ideas. • Analyse spatial patterns (population, climate zones, biomes, settlements) and explain why they occur. • Evaluate how physical processes influence human activity (e.g., rivers, volcanoes, trade routes). • Draw conclusions from a range of data sources (maps, statistics, GIS). • Critically compare regions and explain how they are interconnected. • Understand that geographical representations (maps, data sets) are created for different purposes and can be interpreted in multiple ways.	• **Place** – comparing regions in depth (Iceland, Texas, Amazon, Crete, North West England). • **Space** – understanding spatial organisation (longitude/latitude, distribution patterns, global positioning). • **Environment** – exploring ecosystems, biomes and climate zones and how they shape life. • **Scale** – understanding local–regional–national–global connections (trade, economic activity). • **Physical Processes** – rivers, mountains, volcanoes, earthquakes, water cycle, night/day, seasons. • **Human–physical interaction** – how human activity affects environments and vice versa (ecosystems, land use). • **Interdependence** – understanding environmental, economic and cultural interconnections between regions.	• The world's major biomes, climate zones and vegetation belts. • Key features of rivers and mountains and how they are formed. • How earthquakes and volcanoes occur and their effects. • The stages of the water cycle and how it influences landscapes and weather. • How day/night and seasons occur due to the Earth's rotation and orbit. • Characteristics of major regions studied (North West England, Iceland, Texas, Amazon, Crete). • Types of land use, economic activity and trade in the UK and globally. • How local and global environments are connected and how humans impact them. • How to locate key countries, regions and physical features using atlases, maps and digital tools.