



Geography end points



Year 1

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

Year 2

Alaska and Bury	Kenya and Greater Manchester	Alaska and Kenya: A comparison
<p style="text-align: center;"><u>End points</u></p> <p>The children can name and locate the world's continents and oceans on a world map/atlas or globe.</p> <p>Locate Bury (England) and Anchorage (Alaska) on a world map and name the countries/continents they are part of.</p> <p>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.</p> <p>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.</p> <p>Be able to comment on and compare human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p style="text-align: center;"><u>End points</u></p> <p>The children can name and locate the world's continents and oceans on a world map/atlas or globe.</p> <p>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.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to physical features, including: forests, mountains, rivers, hills, valleys and vegetation.</p> <p>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.</p>	<p style="text-align: center;"><u>End points</u></p> <p>The children can name and locate the world's continents and oceans on a world map/atlas or globe.</p> <p>Be able to compare a city in the United Kingdom with cities in a non-European country Anchorage (Alaska) and Nairobi (Kenya).</p> <p>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.</p> <p>To use compass directions to describe the location of Nairobi, Anchorage and Greater Manchester in relation to one another.</p> <p>To make simple observations and comment on what aerial photographs show about the land use in Anchorage and Nairobi.</p>
<p><u>Vocab:</u> continent, ocean, city, country, town, equator, climate, seasons, north pole, south pole, river, human feature, physical feature, landmark, aerial photograph.</p>	<p><u>Vocab:</u> continent, country, capital city, weather, climate, physical feature, mountain, valley, similarity, difference, human feature, city, office, town, factory, farm shop, aerial photograph.</p>	<p><u>Vocab:</u> 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.</p>

Key Stage 1

<u>Locational Knowledge</u>	<u>Place Knowledge (Year 2 only)</u>	<u>Human and Physical Geography</u>	<u>Geographical skills and fieldwork</u>
<p>Name and locate the four countries and capital cities of the UK and its surroundings seas.</p> <p>Locate Bury on a map (North West England)</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>Understand geographical similarities and differences through studying the human and physical geography on a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Identify where Anchorage, Alaska, Nairobi, Kenya and Greater Manchester and Bury, UK are on the map in relation to the equator. Discuss how the equator impacts climate around the world.</p> <p>Discuss the differences between how populated the cities are the plant life and climate and how this has an impact on the animals that live there (in the wild).</p>	<p>Understand the difference between human features (town and city)</p> <p>Use basic geographical vocabulary to refer to key human features: city, town, harbour, port, house, shop, office, factory, farm, village.</p> <p>Observe and describe some key human and physical features in the local area.</p> <p>To compare and contrast different human features of the four countries of the UK.</p> <p>Use basic geographical vocabulary to refer to key physical features: river, soil, hill, beach, cliff, coast.</p> <p>Explore the different houses people live in and materials they are made with. Discuss what houses look like as part of a city where lots of people need to live so they are close to their work.</p> <p>Explore different jobs and housing and discuss specific jobs in Anchorage that wouldn't be common and Bury and why e.g. snow plougher.</p> <p>Identify 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 physical features, including: season, weather. Discuss the climate in the different countries and relate to the equator, North and South Poles. Identify how the weather changes in each country based on the seasons.</p>	<p>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>Use a globe, atlases and maps to locate Bury and the UK.</p> <p>Locate Nairobi and Greater Manchester and discuss locations of all of the above in relation to Anchorage/Alaska.</p> <p>Locate their continents and nearest oceans and discuss that Alaska is not a country but a state whereas England is a country.</p> <p>Ensure children know the difference between the sea (covered in Y1) and the ocean.</p> <p>Use simple compass directions (North, South, East, West).</p> <p>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>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>

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.		<p>Describe and understand the process of the water cycle.</p> <p>Explain the difference between a river, lake, ocean and sea</p> <p>Discuss how global warming can impact the distribution of natural resources (water).</p>	<p>Use maps, atlases and globes to locate the world's major oceans and seas.</p> <p>Use fieldwork to observe and measure rainfall.</p>	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).	<p>Identify geographical similarities and differences between the Rio Grande (Texas) and the River Thames (London).</p> <p>Make basic comparisons about weather patterns and climate in Texas and London.</p> <p>Understand what a natural resource is and why natural resources are important.</p> <p>Children can talk about how people live, work and use land differently/similarly in Texas and London.</p>	<p>Use maps, atlases and globes to locate Texas, North America, London, United Kingdom and Europe.</p> <p>Observe, measure, record and present data about physical features including: land use and distribution of natural resources.</p>	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)		<p>Discuss physical features including climate and weather in each biome.</p> <p>Give examples of some of the flora and fauna found in each of the six major biomes.</p>	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	<p>Children can locate the following mountains and their countries: Mount Kenya, Scafell Pike, Ben Nevis, Snowdon, Mourne mountains.</p> <p>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</p>		<p>Children can describe the following physical features of mountains: summit, base, peak, ridge, valley, snowline, treeline.</p> <p>Children can describe the following physical features of rivers: channel, banks, bed, flood plain, meanders, tributaries, v-shaped valleys, mouth.</p> <p>Explain the role of rivers in the distribution of water.</p>	<p>Locate some of the world's rivers and mountains/mountain ranges on a map/atlas/globe.</p>	<p>- erosion, source, distribution, summit, peak, tectonic plates</p>
Year 5 – The Amazon and Grizedale: A Forest Comparison	<p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Locate the Amazon Rainforest (South America) and Grizedale (United Kingdom) on a map.</p>		<p>Comment on physical features of forests including: climate, rainfall, soil, flora and fauna and the forest ecosystem.</p> <p>Describe and understand how deforestation impacts economic activity and the distribution of natural resources.</p>	<p>Present human and physical features of an area (land use) using graphs to show how it has changed over time.</p>	<p>- coniferous, deciduous, temperate, deforestation, vegetation belt</p>

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

	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocab
Year 6 – A Regional comparison: North West, Nunavut and Crete	Locate North West England, United Kingdom, Crete, Greece and Nunavut, North America on a map.		<p>To compare physical features of rivers and mountains in Crete, Nunavut and North West England.</p> <p>Comment on and compare the climate and vegetation belts in Crete, Nunavut and North West England</p> <p>Comment on and compare land use, settlement and distribution of energy resources in Crete, Nunavut and North West England</p>		Peak, fjord, sparsely populated, densely populated, vegetation belt
Year 6- Global Trade and Economy	Locate Australia, Africa and Asia (including Russia) and their countries and major capitals on a map and describe key environmental regions.		<p>Comment on the distribution of energy and minerals in South Africa, China and Australia.</p> <p>Describe and understand economic activity and trade in South Africa, Australia and China.</p>	Explore and present data about land use and settlement in South Africa, Australia and China.	Distribution, globalization, rural, urban, sustainable
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	<p>Use fieldwork to observe, record and present the human and physical features in the local area using sketch maps</p> <p>Use fieldwork to measure and record land use in the local area using plans and graphs.</p> <p>Locate geocaches in the local area using digital computer mapping.</p>	Grid referencing, geocache, geocaching, ordnance.