

# Geography End Points

## **National Curriculum - KS1**

### **Locational Knowledge: (L)**

- Name and locate the world's seven continents and five oceans.
- Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### **Place Knowledge: (PL)**

- 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 concentrating on islands and sea sides/coasts.

### **Human & Physical Geography: (H&Ph)**

- Identify seasonal and daily weather patterns in the UK 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, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop.

Year Group: 2	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork (GS/F)
Are all continents the same?	<ol style="list-style-type: none"> <li>1. I can name and identify on a map, the 7 continents. (L)</li> <li>2. I can name and identify on a map the 5 oceans. (L)</li> <li>3. I can recognise key landmarks from aerial photographs and locate the continent they are in on a map i.e., Buckingham Palace, Eiffel Tower, Great Wall of China etc (H&amp;Ph)</li> <li>4. I can talk about differences between the 7 continents, including the animals that are found there. (H&amp;Ph)</li> <li>5. I can name and follow directions using the compass points N, S, E, W. (GS)</li> </ol>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied within KS1.</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key.</li> <li>• Draw/build maps of imaginary or local places using pictures/photographs.</li> <li>• Use simple compass directions (N, S, E, W) and locational language to describe the location of features and routes on a map.</li> <li>• Use simple fieldwork and observational skills to study the geography of our school grounds and the key human and physical features of the surrounding environment. (Linking to History – Where in the world is Beeston)</li> <li>• To ask simple questions and gather data to find out about geographical processes.</li> <li>• To use non-fiction books, maps, pictures and internet sources.</li> <li>• To make observations of their surroundings and discuss why things happen.</li> </ul> <p><b>School context – local walks, trip to Filey collage/3D map of local area/Filey, Compare Beeston to Rwanyange (school links). Identifying local landmarks using aerial photos.</b></p>
How is Rwanyange, Kenya different to Leeds?	<ol style="list-style-type: none"> <li>1. I know that Kenya is a country in Africa and can locate it on a map. (L/PL)</li> <li>2. I know that Nairobi is the capital of Kenya, and I can compare some features to London. (L/PL/H&amp;Ph)</li> <li>3. I know that Rwanyange is a rural village in Kenya. (L/PL/H&amp;Ph)</li> <li>4. I can compare the human and physical features of Rwanyange with Beeston and Leeds. (H&amp;Ph)</li> <li>5. I know how National Parks in Kenya are different to parks in the UK. (H&amp;Ph)</li> </ol>	
What will I see at the seaside?	<ol style="list-style-type: none"> <li>1. I know that the coast is where the land meets the sea. (H&amp;Ph)</li> <li>2. I can identify the coast on aerial maps. (H&amp;Ph/GS)</li> <li>3. I can name some human and physical features at the seaside, including cliffs, beach, harbour, sea. (H&amp;Ph)</li> <li>4. I can identify the differences in human and physical features between Beeston and Filey. (H&amp;Ph)</li> <li>5. I can understand the different reasons people visit Filey and Beeston. (H&amp;Ph/GS)</li> </ol>	

# Geography End Points

## **National Curriculum - KS2**

### **Locational Knowledge: (L)**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts & rivers) and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position & significance of latitude, longitude, Equator; Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

### **Place Knowledge: (PL)**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within North or South America. (New York)

### **Human and physical Geography: (H&Ph)**

- Describe & understand key aspects of physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Describe & understand key aspects of human geography, including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals, and water

Year Four	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork (GS/F)
What factors have influenced people 's decision to settle in Beeston over time?	<ol style="list-style-type: none"> <li>1. I can explain the differences between urban and rural areas. <b>(H&amp;Ph/L)</b></li> <li>2. I know when Beeston became a settlement, and why people moved here. <b>(H&amp;Ph/L)</b></li> <li>3. I know that Beeston was originally a small mining village. <b>(H&amp;Ph/L)</b></li> <li>4. I can talk about push and pull factors that influenced people settling in Beeston. <b>(H&amp;Ph/L)</b></li> <li>5. I know how the use of land in Beeston has changed, including coal mines, farming and Bone Lace mills. <b>(H&amp;Ph/L)</b></li> </ol>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• Suggest questions for investigating.</li> <li>• Introduce and become familiar with different types of data sources- primary and secondary.</li> <li>• Collect, record, and analyse- comparing historical maps of different scales.</li> <li>• Understand the impact humans have on our world.</li> </ul> <p><b>School context – recognising local area on a map/aerial photos and plans, comparing now and past land use. Compare local climate/measure and record weather patterns.</b></p>
Are all climate zones the same?	<ol style="list-style-type: none"> <li>1. I can name and locate the main climate zones on a map- tropical, arid/dry, temperate, Mediterranean, Polar. <b>(L)</b></li> <li>2. I can describe and compare different climate zones. <b>(L)</b></li> <li>3. I know how the polar climates are changing. <b>(L)</b></li> <li>4. I can talk about the impact that people are having on the Earth's climate. <b>(GS/F)</b></li> <li>5. I know the names of some climate activists and can talk about how people are trying to stop climate change. <b>(GS/F)</b></li> </ol>	
How can we make trade fair?	<ol style="list-style-type: none"> <li>1. I understand what trade is and how countries trade with one another. <b>(H&amp;Ph)</b></li> <li>2. I know what fair trade means. <b>(H&amp;Ph)</b></li> <li>3. I can talk about know how and why Edna Ruth Byler started Fair Trade. <b>(H&amp;Ph/L)</b></li> <li>4. I can identify fair trade items that can be bought locally. <b>(H&amp;Ph)</b></li> <li>5. I can talk about the timeline of how cocoa beans are produced, farmed and traded fairly. <b>(H&amp;Ph/L/ GS/F)</b></li> </ol>	

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Year Six	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork (GS/F)
How have natural geographical events (tectonic plates, erosion) shaped the Earth we know today?	<ol style="list-style-type: none"> <li>1. I know that the world was once one big continent known as Pangea. (L)</li> <li>2. I know that the earth is made of tectonic plates. (L)</li> <li>3. I know how mountains are formed. (L)</li> <li>4. I can name the 4 highest mountains in the world. (L/H&amp;Ph)</li> <li>5. I know that earthquakes are a result of the movements of tectonic plates. (L/H&amp;Ph)</li> </ol>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four figure and six figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• Suggest questions for investigating.</li> <li>• Use primary and secondary sources when conducting research and fieldwork.</li> <li>• Collect, record, analyse and draw conclusions- using fieldwork data.</li> <li>• Draw/sketch maps of different places using photographs.</li> </ul> <p><b>Local context – Comparing Yorkshire to New York. Independent research projects to compare counties.</b></p>
How do New York and Yorkshire compare?	<ol style="list-style-type: none"> <li>1. I know that New York is a state within the USA. (PL/L)</li> <li>2. I can locate Yorkshire and New York on a map using four and six figure grid references. (GS/F/L)</li> <li>3. I can understand and identify different time zones within North America and Europe. (GS/F PL/L)</li> <li>4. I can identify and name physical features of New York and Yorkshire including Niagara Falls and Malham Cove, River Hudson and River Aire. (GS/F PL/L)</li> <li>5. I can identify and name key human features of New York and Yorkshire/Leeds such as Statue of Liberty, Times Square, Leeds to Liverpool canal, Millenium Square. (GS/F PL/L)</li> </ol>	
Are all the cities and counties in the UK the same?	<ol style="list-style-type: none"> <li>1. I can locate the major cities of the UK on a map. (GS/F/L)</li> <li>2. I know that the UK is divided into regions called counties (there are 48 in England) (GS/F/L)</li> <li>3. I can name and locate some of the counties of the UK. (GS/F/L)</li> <li>4. I can name which counties are adjacent to Yorkshire. (GS/F/L)</li> <li>5. I can describe and compare the key topographical features of Yorkshire and 3 other counties. (L/GS/F/H&amp;Ph)</li> </ol>	