

## Geography End Points

### **Development Matters – EYFS**

#### **People, Culture and Communities**

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

- To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- To recognise some similarities and differences between life in this country and life in other countries.
- To recognise some environments that are different from the one in which they live.

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

- To continue to develop positive attitudes about the differences between people.
- To show interest in different occupations.

##### **Geography skills/Fieldwork (GS/F)**

- To draw information from a simple map.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **ELG**
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **ELG**

Year Group: Nursery	Substantive Knowledge	Geographical Skills/Fieldwork (GS/F)
Overarching Geographical themes	<p>In Nursery, pupils will know who they live with and will be able to describe their home. They will be able to talk about how people from different cultures and communities celebrate events such as birthdays. Pupils will be able to talk about the people who help them at home and at school and will be able to name jobs that they are familiar with.</p> <p>Pupils will develop their sense of self and their position in the world in preparation for work on the local area in Reception. They will use photographs, storybooks, conversations with family and walks around school to aid their learning.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use photographs and story books to learn about people, places and different ways of life.</li> <li>• Speak to familiar people to find out about their culture and community.</li> </ul> <p><b>School context – walks around school to observe seasonal change</b></p>
Year Group: Reception	Substantive Knowledge (Three facts)	Geographical Skills/Fieldwork (GS/F)
I wonder what is special about where I live?	<ol style="list-style-type: none"> <li>1. I can talk about my home and my family.</li> <li>2. I know that I live in a community called Beeston.</li> <li>3. I can name places of interest including shops, the park and places of worship.</li> </ol>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use photographs to talk about families and Beeston.</li> <li>• Use a simple map to locate some key places in Beeston</li> <li>• Draw/build 3D maps of their homes and local places of interest.</li> <li>• Make observations of their surroundings.</li> </ul>
I wonder how things grow and change?	<ol style="list-style-type: none"> <li>1. To know that some vegetables need warm weather to grow.</li> <li>2. To know that we cannot grow all vegetables in England.</li> <li>3. To name some vegetables people may grow and eat in Kenya that we cannot grow here.</li> </ol>	

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I wonder if everywhere in the world is the same?	<ol style="list-style-type: none"> <li>1. I know that Beeston is in England.</li> <li>2. I know that England and Kenya are in the northern hemisphere and Australia is in the southern hemisphere.</li> <li>3. I can talk about some of the ways my life would be different in Kenya and Australia ie climate, clothing, food.</li> </ol>	<ul style="list-style-type: none"> <li>• Use a world map /globe to locate England, Kenya and Australia</li> <li>• Talk to people to learn about other ways of life</li> </ul> <p><b>School context – Local walks around Beeston, video links with a school in Kenya.</b></p>
<p><b><u>National Curriculum - KS1</u></b></p> <p><b>Locational Knowledge: (L)</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans.</li> <li>• Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place Knowledge: (PL)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Human &amp; Physical Geography (H&amp;Ph)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		
Year Group: 1	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork (GS/F)
What are the special features of Beeston?	<ol style="list-style-type: none"> <li>1. I know that human/man-made features are things that humans have made. <b>(H&amp;Ph)</b></li> <li>2. I know that natural/physical features are part of the earth and would be here even if there were no people around. <b>(H&amp;Ph)</b></li> <li>3. I can identify key human features of Beeston including school, Mosque, local shops, medical centre. <b>(H&amp;Ph)</b></li> <li>4. I know the name of my school and my home address. <b>(PI)</b></li> <li>5. I can talk about what I see on my journey to school. <b>(PL)</b></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 construct simple maps.</li> <li>• Draw/build maps of imaginary or local places using pictures/photographs.</li> <li>• Use locational language (e.g. near/far, left/right) to describe the location of features and routes on a map.</li> <li>• Undertake simple fieldwork within school locality.</li> <li>• Ask and answer basic geographical questions.</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul> <p><b>School context – local walks around Beeston, learn location of own homes and school within Beeston, Leeds &amp; UK. Observe weather</b></p>
What is it like to live in the UK?	<ol style="list-style-type: none"> <li>1. I can name the 4 countries of the UK, England, Ireland, Scotland, Wales. <b>(L)</b></li> <li>2. I know that the UK is an island because it is surrounded by water. <b>(L)</b></li> <li>3. I can name the capitals of the 4 countries that make up the UK. <b>(L)</b></li> <li>4. I can name and recognise some key landmarks within the UK. <b>(L)</b></li> <li>5. I can identify key physical differences between areas of the UK, cities, countryside, and seaside. <b>(H&amp;Ph)</b></li> </ol>	
What is it like to live in different parts of the world?	<ol style="list-style-type: none"> <li>1. I know that the world is split into continents. <b>(L)</b></li> <li>2. I know that the equator is an imaginary line around the middle of the world. <b>(H&amp;Ph)</b></li> </ol>	

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	<ol style="list-style-type: none"> <li>3. I know that countries nearest the equator are hotter, and countries near the poles (top and bottom of the earth) are colder. <b>(H&amp;Ph)</b></li> <li>4. I can compare and identify differences between hot and cold countries. <b>(H&amp;Ph/PL)</b></li> <li>5. I know that Harpreet Chandi was the first Indian woman to make solo expedition to Antarctica.</li> </ol>	<p><b>and key human/physical features within locality (links to Science)</b>  <b>Draw simple maps of local area – journey to school/park.</b></p>
Year Group: 2	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork <b>(GS/F)</b>
Are all continents the same?	<ol style="list-style-type: none"> <li>1. I can name and identify on a map, the 7 continents. <b>(L)</b></li> <li>2. I can name and identify on a map the 5 oceans. <b>(L)</b></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, Eifel Tower, Great Wall of China etc <b>(H&amp;Ph)</b></li> <li>4. I can talk about differences between the 7 continents, including the animals that are found there. <b>(H&amp;Ph)</b></li> <li>5. I can name and follow directions using the compass points N, S, E, W. <b>(GS)</b></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 Rwanynge (school links). Identifying local landmarks using aerial photos.</b></p>
How is Rwanynge, 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. <b>(L/PI)</b></li> <li>2. I know that Nairobi is the capital of Kenya, and I can compare some features to London. <b>(L/PI/H&amp;Ph)</b></li> <li>3. I know that Rwanynge is a rural village in Kenya. <b>(L/PI/H&amp;Ph)</b></li> <li>4. I can compare the human and physical features of Rwanynge with Beeston and Leeds. <b>(H&amp;Ph)</b></li> <li>5. I know how National Parks in Kenya are different to parks in the UK. <b>(H&amp;Ph)</b></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. <b>(H&amp;Ph)</b></li> <li>2. I can identify the coast on aerial maps. <b>(H&amp;Ph/GS)</b></li> <li>3. I can name some human and physical features at the seaside, including cliffs, beach, harbour, sea. <b>(H&amp;Ph)</b></li> <li>4. I can identify the differences in human and physical features between Beeston and Filey. <b>(H&amp;Ph)</b></li> <li>5. I can understand the different reasons people visit Filey and Beeston. <b>(H&amp;Ph/GS)</b></li> </ol>	

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### **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 Three	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork (GS/F)
How important is the River Aire to Leeds?	<ol style="list-style-type: none"> <li>1. I know that a settlement is where people establish a community. <b>(H&amp;Ph)</b></li> <li>2. I can talk about reasons that people settled near rivers in the past. <b>(H&amp;Ph)</b></li> <li>3. I can name and locate key cities and rivers within the UK on a map, including London, Leeds, River Aire, River Thames. <b>(GS/F)</b></li> <li>4. I can compare how the human and physical features surrounding the River Aire have changed over time. <b>(H&amp;Ph)</b></li> <li>5. I know the River Aire is in Leeds and can identify how/why it is important. <b>(GS/F /H&amp;Ph)</b></li> </ol>	Children will be able to: <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>• To ask and respond to questions, offering own ideas.</li> <li>• To use satellite images, aerial photographs as geographical sources.</li> <li>• To collect, record and analyse- comparing locations using photos and maps.</li> </ul>
How do volcanoes affect planet earth?	<ol style="list-style-type: none"> <li>1. I can draw and label a cross-section of a volcano and describe how it is formed and what makes it erupt. <b>(L/GS/F)</b></li> <li>2. I can use an atlas to locate volcanoes around the world. <b>(L/GS/F)</b></li> <li>3. I can explain the terms dormant, extinct, and active in relation to volcanoes. <b>(L/GS/F/H&amp;Ph)</b></li> <li>4. I know how volcano eruptions, and lava can change the landscape. <b>(L/H&amp;Ph)</b></li> <li>5. I know why people would settle near volcanoes and understand some of the hazards of living there. <b>(H&amp;Ph)</b></li> </ol>	

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How sustainable are our food habits?	<ol style="list-style-type: none"> <li>1. I know what local produce is grown in Yorkshire. <b>(H&amp;Ph)</b></li> <li>2. I know where some foods that we buy in our local supermarkets are produced and how they get there. <b>(H&amp;Ph)</b></li> <li>3. I can find France on a map and talk about the different produce that is grown there in different regions. <b>(GS/F/H&amp;Ph)</b></li> <li>4. I know why different climates are more suited to growing different produce. <b>(H&amp;Ph)</b></li> <li>5. I can compare data in Bordeaux and Yorkshire, including sunlight hours, rainfall and temperature. <b>(L/GS/F/H&amp;Ph)</b></li> </ol>	<b>School context – Visit to Asda, compare Beeston/Leeds to area of France, River Aire visit – identifying on maps and aerial photos. Draw maps and plans of local area Leeds/Yorkshire.</b>
Year Four	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork <b>(GS/F)</b>
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>	Children will be able to: <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>
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>	
Year Five	Substantive Knowledge (Five facts)	Geographical Skills/Fieldwork <b>(GS/F)</b>
How does Beeston compare to the Yorkshire Dales?	<ol style="list-style-type: none"> <li>1. I can identify where Leeds is located on a map in relation to Clapham, Ingleborough and the Yorkshire Dales. <b>(L/GS/F/H&amp;Ph)</b></li> <li>2. I can say why Beeston is urban and Clapham is rural and identify local features. <b>(L/GS/F/H&amp;Ph)</b></li> </ol>	Children will be able to:

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	<ol style="list-style-type: none"> <li>I can use the 8 points of a compass and 4 figure grid references to locate places in rural and urban areas. (GS/F)</li> <li>I can use ordnance survey symbols to locate places in rural and urban areas. (GS/F)</li> <li>I can talk about how Beeston has evolved into an urban area. (L/GS/F)</li> </ol>	<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 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> </ul>
Why should rainforests be preserved and protected?	<ol style="list-style-type: none"> <li>I can locate countries in North and South America, including Brazil. (PL)</li> <li>I know where tropical rainforests are located in the world. (L)</li> <li>I can understand and describe the differences between different biomes (rainforest, desert, savannah, grassland, woodland, and tundra). (L)</li> <li>I can describe special features of the rainforest and know that different tribes live within them. (L/H&amp;Ph)</li> <li>I can understand the impact of trade/humans on the rainforest and can talk about what can be done about it. (L/GS/F/H&amp;Ph)</li> </ol>	
Where does water come from and how does it affect Earth's physical features?	<ol style="list-style-type: none"> <li>I can locate and name some major UK rivers on a map. (L/H&amp;Ph)</li> <li>I know the names of the 5 main rivers in Yorkshire (SUNWAC). (L/H&amp;Ph)</li> <li>I can explain the key steps of the water cycle. (H&amp;Ph)</li> <li>I can describe the key features of rivers and other water sources and talk about how water shapes the land. (L/H&amp;Ph)</li> <li>I can talk about how water can be used as a source of renewable energy. (GS/F)</li> </ol>	
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>I know that the world was once one big continent known as Pangea. (L)</li> <li>I know that the earth is made of tectonic plates. (L)</li> <li>I know how mountains are formed. (L)</li> <li>I can name the 4 highest mountains in the world. (L/H&amp;Ph)</li> <li>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</li> </ul>
How do New York and Yorkshire compare?	<ol style="list-style-type: none"> <li>I know that New York is a state within the USA. (PL/L)</li> <li>I can locate Yorkshire and New York on a map using four and six figure grid references. (GS/F/L)</li> <li>I can understand and identify different time zones within North America and Europe. (GS/F PL/L)</li> <li>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>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>	

**Local context – improve knowledge of local area and compare to Yorkshire Dales (residential to Ingleborough Hall), understand own biome/climate zone they live in.**

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		maps, plans and graphs, and digital technologies.
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>	<ul style="list-style-type: none"><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>