

Geography End Points

	Knowledge		Skills			
	Locational and place knowledge	Vocabulary	Enquiry and investigation	Fieldwork	Interpret a range of sources	Communicate geographical information
Year 1	<p>Name and locate some places in their locality, the UK and the wider world</p> <p>I know where Ellesmere Port, Chester and Liverpool on a local map.</p>	Hot, cold	<p>Ask and answer simple geographical questions</p> <p><i>Describe some similarities and differences when studying the places</i></p> <p>I some differences between the weather and in the Arctic with where I live.</p> <p>I know some differences between my home and a home in the Arctic.</p>	<p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds</p> <p>I can identify features within the school grounds</p>	<p>Use a range of sources such as simple maps, globes, atlases and images</p> <p>Know that symbols mean something on maps</p> <p>I know where my house is on a map of the local area</p>	<p>Use maps and other images to talk about everyday life eg where they live, journeys to school.</p> <p>I can discuss what it is like where I live</p>

<p>Year 2</p>	<p>Name and locate significant places in their locality, the UK and the wider world</p> <p>I know where England, Scotland, Wales and Northern Ireland are on a map of the United Kingdom.</p> <p>I know where the capital cities London, Cardiff, Belfast and Edinburgh on a map of the United Kingdom.</p> <p>I know that Brazil is in South America</p>	<p>Busy, quiet, town, rural, coastal, City</p>	<p>Ask and answer simple geographical questions when investigating different places and environments</p> <p>Describe similarities differences and patterns comparing their lives with children of other places and environments</p> <p>I know some differences between Ellesmere Port and...</p> <p>I can compare how the wealthy and the poor live in Brasilia.</p>	<p>Observe and describe seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying geography of their school and the surrounding environment</p> <p>I know how to draw a simple map of the school grounds</p>	<p>Use a range of sources such as simple maps, globes, atlases and aerial photos to identify features and places as well as to follow routes</p> <p>Use simple compass directions and directional language</p> <p>I know how to use a range of maps and pictures to recognise features in the local area</p>	<p>Express views about the local environment and recognise how people effect it.</p> <p>Create their own simple maps and symbols.</p> <p>I can talk about the area that surrounds my school</p>
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<p>Year 3</p>	<p>Name and locate a wider range of places in their locality, the UK and the wider world</p> <p>I know where The River Dee, River Mersey, River Severn and the River Thames are on an atlas.</p> <p>I know that the capital cities of America and Spain Washington and Madrid</p>	<p>Source, mouth, middle, meander, mountains, river , stream, vegetation belt, biomes</p>	<p>Ask and answer more searching geographical questions when investigating different places</p> <p>Identify similarities, differences and patterns when comparing places</p> <p>I know that the start of a river is called the source.</p> <p>I can identify whether land is used for business or pleasure</p> <p>I know that the water cycle explains the formation of rivers</p>	<p>Observe, record and name geographical features in their local environments</p> <p>I can identify man made and natural features outside school grounds (trip to River Dee/Mersey)</p>	<p>Use a range of sources such as simple maps, globes, atlases and images to research and present geographical information</p> <p>Use the four points of the compass and recognise some ordnance survey symbols</p> <p>I know that a compass can locate North</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively</p> <p>Communicate geographical information including ict</p> <p>I can explain some positive and negative impacts on the local area (p4c)</p>
<p>Year 4</p>	<p>Name and locate some places in their locality,</p>	<p>Change volcano earthquake, plates, canopy,</p>	<p>Ask and respond to more searching</p>	<p>Observe, record and explain physical and</p>	<p>Use a range of sources such as digital and</p>	<p>Expresses their opinions on environmental</p>

	<p>the UK and the wider world including some globally significant features</p> <p>I know where the cities of Rome, Florence and Venice and Pompeii are on a map of Italy</p>	<p>sub canopy, deforestation</p>	<p>geographical questions including how and why?</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people</p> <p>I know the main features of the different layers of the rain forest</p>	<p>human features of the environment</p> <p>I the difference between natural and man made features outside the school grounds (trip to Chester)</p>	<p>ordnance survey maps, atlases to research geographical information.</p> <p>I know that the ground is made of different types of rocks and soil in different areas</p>	<p>issues and recognise others may think differently</p> <p>Communicate through a wider range of methods including digital maps, plans, graphs and presentations</p> <p>I can express my opinion on deforestation (p4c)</p>
Year 5	Name and locate an increasing range of places	Mountain range, summit, longitude,	Ask and respond to questions that are more	Observe, measure and record human	Use a range of sources of geographical	Express and explain their opinions on

	<p>in the world including globally and topically significant features and events</p> <p>I know where The Equator, The Grampians, Lake District and Snowdonia are on an atlas.</p>	<p>latitude, Arctic and Antarctic circle, international time zone</p>	<p>casual eg What is happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different parts of the world</p> <p>I can express my opinion on environmental issues and understand why others may think differently</p>	<p>and physical features using a range of methods such as sketch maps, plans, graphs and digital technologies</p> <p>I can create a sketch map of what I see from Helsby hill</p>	<p>information and select the most appropriate for a task.</p> <p>Understand the difference between an OS map and other maps selecting the most appropriate for a task</p> <p>I can plot an effective route from England to South Georgia</p>	<p>geographical and environment al issues and recognise why other people may think</p> <p>I know that tourism has both a positives and negatives impact on the environment</p>
Year 6	Name and locate an extensive range of places	Tectonic plates, Tropic of Cancer, Tropic of	Ask and respond to questions that are more	Use a range of numerical and quantitative	I Interpret a wider range of geographical	Develop their view and attitudes to

	<p>in the world including globally and topically significant features and events</p> <p>I know where the Tropics of cancer and Capricorn are in an atlas.</p>	<p>Capricorn, Volcanos</p>	<p>casual eg What happened in the past to cause that? What might happen in the future?</p> <p>I can explain the impact of volcanic eruption</p>	<p>skills to analyse , interpret and present data collected from fieldwork observations, measurements and recordings</p> <p>I can collect and interpret data based on local fieldwork observations</p>	<p>information and maps including scale, projections, thematic and digital maps</p> <p>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six feature grid references</p> <p>I can interpret and compare different ranges of information</p>	<p>critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information including writing at length</p> <p>I can evaluate different arguments about the environment.</p>
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