

GEOGRAPHY End Points

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1) GEOGRAPHICAL ENQUIRY								
a) Geographical questions and hypothesis	To talk about things they can see around them. O.&MC .	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. O & MC	To ask simple geographical questions about their familiar world and the wider world. T.	To ask and respond to geographical questions. C. T.	To ask and respond to geographical questions using evidence to support their answers. C. T.	To suggest questions which could be investigated. T.	To suggest a hypothesis and test it. T.	To suggest a hypothesis and test it. And justify their answers.
b) Recording and communicating findings using accurate geographical vocabulary	To be able to draw things they can see around them and use some geographical vocabulary to name them. O	To observe and make a simple record through pictures, photos and models of something they have seen in their environment and use geographical vocabulary. LT.	To observe and make records (pictures, photos and writing) of what they have seen in their immediate environment and during field work, using accurate vocabulary O.	To observe and record what they have seen through photos, labeled diagrams, writing and charts, using accurate geographical vocabulary. O	To use a range of methods such as questionnaires and surveys to collect evidence. To communicate information about a topic in a range of ways such as news reports, diagrams and through O. LT.	To choose an appropriate method to collect and record evidence. LT. To choose a method of communicating information, appropriate to the task and audience using accurate geographical vocabulary. O.	To choose an appropriate method to collect and record evidence and provide reasons for this choice. LT.	To choose an appropriate method to collect and record evidence and provide reasons for this choice - justify . LT.
c) Giving opinions and views	To say what they like about their familiar environment. PSE. & O & MC	To say what they like and dislike about their familiar environment. PSE. O & MC.	To express their own views about people, places and the environment through pictures, speech and writing. PSE. O & MC.	To give reasons for their views about people, places and environments. PSE. & O & MC	To describe, compare and offer reasons for their own views and other people's views about geographical issues. O & PSE.	To develop decision making skills and suggest how improvements could be made to an area. PSE. O	To develop decision making skills and suggest how improvements could be made to an area. PSE. O	To develop decision making skills and suggest how improvements could be made to an area. PSE. O
d) Using secondary sources		To describe what they can see in a photograph of an area. MC.	To use information books, stories and photographs as sources of information with support. TS.	To use a range of secondary sources such as information books, photographs, diagrams, news articles and the internet as sources of information, with support. MC	To independently use a range of given secondary sources such as information books, photographs, diagrams, news articles, satellite images and aerial photographs and the internet as sources of information. MC & LT.	To be able to select appropriate secondary sources to support their investigation. MC & LT.	To make comparisons between two different sources of information about the same subject. MC & LT.	To make comparisons between two different sources of information about the same subject and be able to compare and contrast in detail. MC & LT

2) MAP SKILLS AND FIELD WORK

a) Locational Knowledge Direction and location	To be able to follow any directional instruction in the classroom. O.	To be able to follow simple instructions in a game such as up, down, forwards, backwards. O.	To be able to follow simple instructions in a game such as up, down, forwards, backwards, left and right. O	To be able to use locational language: near and far, north and south. O	To use the 4 compass points to follow/give directions. To use letter/no. co-ordinates to locate features on a map. To name and locate world countries using maps to focus on Europe (including Russia). Locate cities of the UK, geographical regions and their identifying human and physical characteristics, incl, rivers, mountains, coasts. To identify the position and significance of the equator, Northern Hemisphere and Southern Hemisphere.	To use 8 compass points with support to follow and give/directions. To begin to use 4 figure co-ordinates to locate features on a map. Locate cities of the UK, geographical regions and their identifying human and physical characteristics, incl, rivers, mountains, coasts; land use patterns and undersatnd how they have chnaged over time. To identify the position and significance of latitude, longitude, Equator and different time zones.	To use 8 compass points independently to follow and give/directions. To use 4 figure co-ordinates confidently to locate features on a map. To use 6 figure grid references and use latitude and longitude on atlas maps. To identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.	To name and locate world countries using maps to focus on Europe (including Russia) and North and South America, concentraing on their environment regions, key physical and human charateristics. To use 8 points of a compass, 4 and 6 figure grid refernces, symbols and key (incl. Ordinance survey maps) to build their knowledge of the UK and wider world.
b) Symbols and keys				To begin to understand the need for a key. O.	To be able to explain why a key is needed. O To use standard symbols. To make a map of a short route experienced (including symbols and a key).	To recognise and understand standard symbols on an OS map. To make a map of a route (including symbols and a key).	To use and recognise standard symbols on an OS map. To use and recognise atlas symbols. To draw maps and plans to scale.	To use and recognise standard symbols on an OS map.
c) Drawing maps		To draw picture maps of imaginary places and from stories. O	To draw picture maps of imaginary places and from stories. O	To draw a simple map of a real or imaginary place and label it				

d) Using Maps

To recognise what a map is and why we use them. MC	To follow a route on a map with support. MC.	To locate places on larger scale maps.	To compare maps with aerial photographs. MC LT.	To follow a short route on an OS map.	To use and recognise atlas symbols.
To use a simple picture map to move around the school. MC	To use a plan view. To use an infant atlas to locate.	To follow a route on a map independently.	To select a map for a specific purpose. MC	To describe features shown on OS map.	
			To begin to use atlases to find out about other features of places.	To use maps at a range of scales.	
			To measure straight line distance on a plan.	To locate places on a world map.	
				To use a scale to measure distances.	
					To use a scale to measure distances.

e) Scale and Distance

To use relative vocabulary to describe different places.	To use relative vocabulary e.g. bigger/smaller to describe different places. O	To begin to spatially match places (e.g. recognise Malaysia on a small scale and larger scale map). MC	To begin to match boundaries (e.g. find same boundary of a county on different scale maps.)	To measure straight line distance on a plan.	To use a scale to measure distances.	To use a scale to measure distances.
--	--	--	---	--	--------------------------------------	--------------------------------------

3) PLACES, PATTERNS & PROCESSES

a) Human features See A1

To be able to describe some human features of their local environment using correct vocabulary. O See A1	To be able to describe some human features of their local environment using correct vocabulary. O	To be able to describe some human features of places beyond their locality. O To identify reasons why people might travel between different countries. MC & PSE	To show awareness that different places have both similar and different human features. MC To be able to explain how two countries can be interdependent. O.	To be able to compare, contrast and give reasons for the different human characteristics of local and global places. MC & O To recognise different countries which are interdependent and explain how and why.	To be able to describe how the human characteristics of a particular place have changed over time and offer explanations for this. O To identify arguments for and against interdependence between different countries. MC	To describe and understand key aspects of types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
--	---	--	---	---	---	---

b) Physical features

To know some of the ways which they are different to their friends. PSE.

To understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. PSE	To be able to describe some physical features of their local environment using correct vocabulary. O	To be able to describe some human features of places beyond their locality. O To identify reasons why people might travel between different countries. MC & PSE	To show awareness that different places have both similar and different physical features. To be able to describe the difference between human-made physical features and natural physical features.	To be able to compare, contrast and give reasons for the different physical features of local and global places.	To be able to describe how the physical characteristics of a particular place have changed over time and offer explanations for this.
---	--	--	---	--	---

			To be able to name the seven continents: Africa, Antarctica, Australia, Asia, Europe, North America, South America. To be able to name the 5 Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean (Southern Ocean) and Arctic Ocean.	To understand the main features of the Water Cycle using accurate vocabulary. To understand how rivers are formed and name their geographical features. To name the main land forms related to land and water. O	To understand and name the features of earthquakes and volcanoes using accurate vocabulary. To name land forms using accurate geographical vocabulary. O	To describe and understand key aspects of climate zones, biomes, vegetation belts (and retrieve rivers, mountains, volcanoes and earthquakes and water cycle)	To describe and understand key aspects of climate zones, biomes, vegetation belts (and retrieve rivers, mountains, volcanoes and earthquakes and water cycle)
c) Geographical Patterns	To be able to name the four countries of the United Kingdom: England, Ireland, Scotland, Wales	To be able to name four countries and capitals of the United Kingdom: England, Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Dublin and its surrounding seas: The English Channel, North Sea, Irish Sea, Celtic Sea			To begin to give reasons for any given geographical pattern. MC	To describe the cause and effect of a particular geographical pattern eg climate zones, biomes, vegetation belts . T	
d) Human and physical processes				To recognise and describe some human and physical processes in their local and wider environment. MC	To research the cause and effect of human and physical processes in a particular environment. MC	To explain and describe the cause and effect of human and physical processes in a particular environment. MC & O	To explain and describe the cause and effect of human and physical processes in a particular environment.

4) ENVIRONMENTAL CHANGE & SUSTAINABLE DEVELOPMENT

a) Environmental change	To be able to describe some human features of their local environment using correct vocabulary. O See A1	To describe some reasons for looking after the environment. PSE	To recognise some of the ways in which humans can affect the environment. PSE	To identify ways in which normal people can improve and damage the environment. MC & PSE	To identify and explain ways in which decisions made by larger corporations, organisations and the government can improve or damage the environment. MC & PSE	To recognise how environmental decisions made by larger organisations can affect the future quality of life of both animals and people. MC & PSE.	To understand the key aspects of climate change and relate this science to the Global Goals
b) Looking after the environment	To list one way in which they can look after the environment. PSE	To be able to list more than one way in which they can look after the environment. PSE	To recognise some of the ways that they and their classmates/family can help to look after the environment. PSE	To recognise different ways people may seek to manage environments sustainably, and identify opportunities for their own involvement. MC & PSE	To recognise how and why people may seek to manage environments sustainably, and identify opportunities for their own involvement. MC & PSE.	To recognise how and why people may seek to manage environments sustainably, and identify opportunities for their own involvement. MC & PSE.	To recognise that we are agents of change and that productive and positive activism is a potential way to look after the environment and understand cause and effect, becoming stewards of the planet.

KEY VOCABULARY

KEY STAGE ONE

Autumn	Seasons	Climate	Climate
Winter	Change	Forecast	Seasonal change
Spring	Climate	Seasonal change	Flood
Summer	Beach	Beach	Drought
Seasons	Wood	Seasonal change	Beach
Seasonal change	River	Village	Cliff
Soil	Seasons	City	Environment
Next to, behind, unde	Village	Country	Landmarks
	Town	Town	Mountain
	Globe	Environment	North Pole
	Map	Ocean	Ocean
	Left, right	Factory	River
	Backwards, forwards	Farm	Sea
	Country	Office	Harbour
	London	Shop	Forest
	7 Continents	Library	Flood
	5 Oceans	Forest	Equator
	4 countries of Uk	Hill	Coast
		Aerial view	Atlas
		Atlas	Aerial view
		Continent	Bird's eye view
		Island	Compass
		Map	Co-ordinate
		distance	Globe
		Under	Grid reference
		North, East, South, W	Island
		Symbol	Land
		Conservation	South Pole
		Leisure	Valley
		Pollution	Vegetation
		United Kingdom	Suitable
		Capital cities of UK	Conditions
		7 Continents	Route
		5 oceans	Scale
		4 countries of Uk	Pollution
		Surrounding seas UK	capital cities in UK
			surrounding seas UK

Key Stage One Geographical Vocabulary

Pupils should name...

the 7 Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.

the 5 Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean (Southern Ocean) and Arctic Ocean.

four countries and capitals of the United Kingdom: England, Ireland, Scotland, Wales, London, Cardiff

Dublin.

and its surrounding seas: The English Channel, North Sea, Irish Sea, Celtic Sea.

KEY STAGE TWO

Key Stage Two

Geographical Vocabulary

(IN ADDITION TO KS1)

Pupils should name and extend their knowledge and understanding beyond the local area to include: County,

Region, Europe, North and South America, Russia.

Pupils should use geographical vocabulary for key physical features, including: Climate zones, biomes,

vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle.

Key human features, including: Settlement, land use, economic activity, trade links, distribution, natural resource,

					Biomes*/Vegetation Belts/Climate Zones	Rivers	Mountains	Water Cycle	Earthquakes and Volcanoes
energy, minerals.									
Earthquakes and volcanoes	Economic Activity/Trade Links	Natural Resources	Fossil Fuel	Geographical Skills and Fieldwork					
Seismic waves	Banking	Distribution	Globalisation*	Co-ordinates GIS (geographical information systems)* GPS	Coniferous forest* Coral reef	Basin Current	Alpine Altitude*	Aquifer* Condensation*	Active After shock
Seismology* Tectonic activity*	Economy* Education	Energy Minerals	Land use/settlements Population density* Population distribution*	Grid reference Grid references (4 and 6 figure) Key Ordnance survey maps Ordnance survey* Points of a compass (8 points) Route Scale	Deciduous forest* Desert Ecosystem* Freshwater Global warming Grasslands High pressure Ice-sheet Marine Mediterranean	Dam Delta Erosion Estuary* Floodplain Flow Meander*	Avalanche Crevasse* Drainage Elevation* Erosion Glacier Moraine*	Evaporation Hydro power Ice cap Infiltration* Precipitation* Reservoir Runoff Transpiration* Water vapour	Amplitude* Ash cloud Core Crater Crust Dormant Epicentre* Eruption Eruptions Extinct Faults
Tsunami	Farming								
Velocity Vent	Finance Healthcare		Push/pull factors Tourism						
Volcanic ash	Industry Insurance		Urbanisation*						
	Leisure Manufacture Pollution retail revoluntary service industry					Mouth Rapid Rapids Reservoir Source Stream Tributary Waterfall Watershed* Waterway	Pass Range Ravine*		Gases Hot spot Landslides Magma* Magnitude* Mantle* Plate

Other

circle
Characteristics
Equator
Latitude*
Location
Longitude*
Northern
hemisphere
Prime/greenwich
meantime
Region
Southern
hemisphere
Time zone
Tropics of cancer
and capricorn

Plate tectonics*
Richter scale
Ring of fire

