

**St. Peter's Catholic Primary – Geography endpoints**

	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<b><u>Locational knowledge (where places are)</u></b>	<ul style="list-style-type: none"> <li>• to discuss and identify features of their home or immediate environment.</li> <li>• To know their address</li> </ul>	<ul style="list-style-type: none"> <li>• To know which town and country they live in.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and locate the world's seven continents.</li> <li>• To know and locate the world's five oceans.</li> <li>• To know and locate the four countries of the United Kingdom and their capital cities.</li> <li>• To know the 4 seasons and identify when each season starts and ends.</li> <li>• To know the changes in weather around the UK.</li> <li>• To know what the 'equator' is.</li> <li>• To know the impact the equator has on the climate.</li> </ul>	<ul style="list-style-type: none"> <li>• To know where volcanoes and earthquakes occur.</li> <li>• To know and locate the Northern and Southern Hemisphere.</li> <li>• To know and identify countries in the Northern and Southern Hemisphere.</li> <li>• To know the difference between Longitude and Latitude.</li> <li>• To know where countries are within Europe, including Russia.</li> <li>• Identify major cities in Italy</li> </ul>	<ul style="list-style-type: none"> <li>• To know what a county is.</li> <li>• Name six counties in the UK</li> <li>• Name 10 major cities in the UK</li> <li>• To know what makes up the British Isles/ Great Britain/ United Kingdom</li> <li>• Locate Nottingham on a map</li> </ul>	<ul style="list-style-type: none"> <li>• To know how time zones work.</li> <li>• To know what the Tropic of Cancer and Capricorn are.</li> <li>• Locate North America on maps. including environmental regions, countries, major cities</li> <li>• Identify the position of Northern, Southern hemisphere, tropic of Cancer, Arctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>• To know what the Tropic of Cancer and Capricorn are.</li> <li>• To locate the Tropic of Capricorn and Cancer, Arctic circle, Northern and southern hemisphere,</li> <li>• Locate South America on maps. including environmental regions, countries, major cities</li> </ul>
<b><u>Place knowledge (what a place is like)</u></b>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they</li> </ul>	<ul style="list-style-type: none"> <li>• Name, describe and compare familiar places</li> <li>• Link their homes with other places in</li> </ul>	<ul style="list-style-type: none"> <li>• Compare an area of the UK with Kenya - know what's similar and different</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise there are similarities and differences between places.</li> <li>• Identify similarities and</li> </ul>	<ul style="list-style-type: none"> <li>• Know key physical and human characteristics of areas in the UK.</li> <li>• Explain how Nottingham has</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the physical and human features of a region of the UK and a region in North America,</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the physical and human features of a region of the UK and a region in South America</li> </ul>

	<p>have experienced or seen in photos</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<p>their local community</p> <ul style="list-style-type: none"> <li>• Know about some changes that are happening in the local area</li> <li>• Suggest ways to improve the local area</li> </ul>		<p>differences in human and physical geography of Hinckley and a region in a European country (Italy).</p>	<p>changed over time.</p> <ul style="list-style-type: none"> <li>• Understand why there are difference and similarities between places</li> </ul>	<p>identifying similarities and differences.</p>	<p>(Brazil), identifying similarities and differences.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><u>Human and physical Geography</u></p>	<ul style="list-style-type: none"> <li>• To know that countries have things the same and different</li> <li>• To know some changes in winter</li> <li>• To know some features of each of the four seasons</li> <li>• To know some features of a hot environment and some marine</li> <li>• Use some basic geographical vocabulary</li> <li>• Recognise some environments that</li> </ul>	<ul style="list-style-type: none"> <li>• To know the features of a coastal town and an inland town</li> <li>• To know things that are similar and different in a country town and a coastal town</li> <li>• To know and understand the difference between human and physical features of the environment.</li> <li>• To know and to be able to name physical features</li> </ul>	<ul style="list-style-type: none"> <li>• To name human and physical features in Kenya</li> <li>• Identify seasonal and daily weather patterns in the UK</li> <li>• Know the location of hot and cold areas of the world, in relation to the equator and poles</li> <li>• Use basic geographical vocabulary, with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the structure of the earth/What the earth is made of</li> <li>• To know what volcanoes are (stratovolcanoes)</li> <li>• To know how tectonic plates move</li> <li>• To know what an earthquake is and how they occur.</li> <li>• To know the difference between human and physical geography with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• To know why some places in the UK are less populated than others.</li> <li>• To know one reason for why land use changes.</li> <li>• To know and locate physical features in the UK</li> <li>• Locate the key rivers of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• To know what mountain ranges are (fold mountains)</li> <li>• To know what natural resources are</li> <li>• To know some natural resources in North America</li> <li>• To know and locate physical and human features in North America</li> <li>• To know some climate zones in North America.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what natural resources are</li> <li>• To know what a river is</li> <li>• To know key features of a river</li> <li>• To know what erosion and deposition are</li> <li>• To know what trade is</li> <li>• To know how trade can bring advantages and disadvantages to different people</li> </ul>

	are different to the one in which they live.	of our surrounding environment. • Use basic geographical vocabulary.		• To know and locate physical features and human features in Europe			• To know and locate physical and human features in South America • Describe key aspects of physical geography (climate zones, biomes, rivers, etc) • Describe key aspects of human geography (types of settlement, land use, economic activity, etc)
<b><u>Geographical skills</u></b>	<ul style="list-style-type: none"> <li>• Know what maps are and what they show</li> <li>• Draw information from a simple map.</li> <li>• Start to make simple pictorial maps and plans</li> <li>• Make oral descriptions from simple observations</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to locate where you live on a map</li> <li>• To know how to sketch a simple map</li> <li>• To know how to plan a simple journey on a map</li> <li>• To know a map will tell them information</li> <li>• To know you can find a place on a map</li> <li>• To know there are different types of maps</li> <li>• To know how to create a simple pictorial map</li> <li>• To know how to follow directions -</li> </ul>	<ul style="list-style-type: none"> <li>• To know and locate the world's seven continents using Atlases and OS maps</li> <li>• To know and locate the world's five oceans using Atlases</li> <li>• To know and locate the four countries of the United Kingdom and their capital cities using Atlases</li> <li>• To know and describe landmarks/features on a map.</li> <li>• identify simple compass</li> </ul>	<ul style="list-style-type: none"> <li>• To know and river and mountain on a map of Europe</li> <li>• Identify where countries are within Europe</li> <li>• To know the purpose of a key on a map</li> <li>• To know what an aerial view mean in relation to maps</li> <li>• To be able to use, read and analyse a range of maps and use directional language and keys.</li> <li>• To know how to use a four grid reference</li> </ul>	<ul style="list-style-type: none"> <li>• To know and identify capital cities of the countries in the United Kingdom using Atlases and OS maps.</li> <li>• To know what a topographical map is used for.</li> <li>• To know and locate two countries which are on the prime meridian.</li> <li>• To know how to use a four/six figure grid reference</li> <li>• To know and locate physical features in the UK using atlases</li> </ul>	<ul style="list-style-type: none"> <li>• To locate countries in the Northern and Southern hemisphere using Atlases, digital maps (e.g. Google Earth)</li> <li>• To know how to draw maps and plans at different scales and from different perspectives (bird's eye)</li> </ul>	<ul style="list-style-type: none"> <li>• To know and locate the countries the Tropics of Cancer and Capricorn run through.</li> <li>• To know how to use four and six figure grid references</li> </ul>

		left, right, near, far	directions of North, South, East and West	<ul style="list-style-type: none"> <li>• Use the 8 points of a compass</li> <li>• To know how to draw maps with a key</li> </ul>	and OS maps (at different scales) <ul style="list-style-type: none"> <li>• To know OS map symbols</li> </ul>		
<u>Fieldwork</u>		<ul style="list-style-type: none"> <li>• Carry out simple teacher led investigations, such as identifying types of buildings in their locality.</li> <li>• Make simple observations about key human and physical features and create simple sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete fieldwork in the school locality, e.g create a chart, record information on a school plan.</li> <li>• Make simple observations about key human and physical features and create simple sketches (use digital technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out a simple questionnaire to collect and record information.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop field sketching skills, complete with annotation.</li> <li>• Use simple equipment to measure and record data, e.g. weather equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out a fieldwork survey and present results, e.g. graphs, maps</li> </ul>	<ul style="list-style-type: none"> <li>• Draw own detailed sketch maps and field sketches with annotations of patterns, process and change</li> <li>• Collect field data and analyse through graphing, etc.</li> </ul>
<u>Questions and enquiry</u>	<ul style="list-style-type: none"> <li>• Begin to ask questions, e.g. What is it like to live in this place?</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to questions, like What...? Where?</li> </ul>	<ul style="list-style-type: none"> <li>• Use observations to respond to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions, such as 'What is...like?'</li> <li>• Use sources of evidence to respond to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to enable opinions to be voiced, such as 'What do I think about...?'</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on knowledge and understanding, suggest 'What if...? How could...? Why might...?' style questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to suggest relevant geographical questions and issues to explore patterns and processes, e.g. Why are...?</li> <li>•</li> </ul>
<u>Geographical Vocabulary</u>	<ul style="list-style-type: none"> <li>• Begin to use some simple geographical vocabulary, e.g. town, village, country</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple geographical vocabulary, including those for physical and human features, e.g.</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</li> </ul>	<ul style="list-style-type: none"> <li>• Develop geographical vocabulary, e.g. hill, mountain, river, north, south, continent, ocean, equator, pole, weather, endangered</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to develop the language of routes and maps, e.g. North, South, East, West, symbols, distance</li> <li>• To continue to develop geographical vocabulary, e.g. city, town, population,</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the language of routes and maps, e.g. North, South, East, West, symbols, distance</li> <li>• To use geographical vocabulary, e.g. city, urban, rural, land use, population,</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise geographical vocabulary, e.g. contour, ridge, tectonic, urban, rural, mountain, valley, hill, landscape, plateau, ridge, peak, base, range, summit, tectonic plate, slope</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to describe and start to explain geographical processes, using the correct terminology, e.g. source, erosion, deposition, Vegetation, coast, river, ocean, source, tributary, mouth, erosion,</li> </ul>

		<p>ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"><li>• key human features, including: city, town, village, factory, farm, house (detached, semi detached, terraced), office, port, harbour and shop</li></ul>		<p>resort, physical, human, region, climate, capitals, surface, crust, mantle, outer core, inner core, volcano, magma, earthquake, tectonic plates, tsunami, tornadoes, Cumulonimbus cloud</p>	<p>physical, human, prime meridian</p>		<p>weathering, deposition, floods, sediment, precipitation, condensation, evaporation, environment, import,</p>
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