


Geography End Points

	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Nursery	<ul style="list-style-type: none"> • Communication - Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Mapping - Begins to remember their way around familiar environments. Responds to some spatial and positional language. • Fieldwork -Explores how things look from different viewpoints including things that are near or far away. • Enquiry - Notices detailed features of objects in their environment. 					
EYFS	<p>Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</p> <ul style="list-style-type: none"> • Mapping: know about features of different places, recognise and talk about the features in familiar/other places. • Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons. • Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people. • Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places. 					
Year 1	<ul style="list-style-type: none"> ▶ Name and locate some places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ▶ Describe some places and features using basic geographical vocabulary. ▶ Express their views on some features of their environment e.g. what they do or do not like. 	<ul style="list-style-type: none"> ▶ Ask and answer simple geographical questions. ▶ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 	<ul style="list-style-type: none"> ▶ Observe and describe daily weather patterns. ▶ Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<ul style="list-style-type: none"> ▶ Use a range of sources such as simple maps, globes, atlases and images. ▶ Know that symbols mean something on maps. 	<ul style="list-style-type: none"> ▶ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. ▶ Draw, speak or write about simple geographical concepts such as what they can see where.

Year 2	<ul style="list-style-type: none"> ▶ Name and locate significant places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ▶ Describe places and features using simple geographical vocabulary. ▶ Make observations about features that give places their character. 	<ul style="list-style-type: none"> ▶ Ask and answer simple geographical questions when investigating different places and environments. ▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. 	<ul style="list-style-type: none"> ▶ Identify seasonal and daily weather patterns. ▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> ▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. ▶ Use simple compass directions as well as locational and directional language when describing features and routes. 	<ul style="list-style-type: none"> ▶ Express views about the environment and can recognise how people sometimes affect the environment. ▶ Create their own simple maps and symbols.
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Year 3	<ul style="list-style-type: none"> ▶ Name and locate a wider range of places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ▶ Use geographical language to describe some aspects of human and physical features and patterns. ▶ Make observations about places and features that change over time. 	<ul style="list-style-type: none"> ▶ Ask and answer more searching geographical questions when investigating different places and environments. ▶ Identify similarities, differences and patterns when comparing places and features. 	<ul style="list-style-type: none"> ▶ Observe, record, and name geographical features in their local environments. 	<ul style="list-style-type: none"> ▶ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. ▶ Use the eight compass points and recognise some Ordnance Survey symbols on maps. 	<ul style="list-style-type: none"> ▶ Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. ▶ Communicate geographical information through a range of methods including the use of ICT.
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Year 4	<ul style="list-style-type: none"> ▶ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. 	<ul style="list-style-type: none"> ▶ Use geographical language to identify and explain some aspects of human and physical features and patterns. ▶ Describe how features and places change and the links between people and environments. 	<ul style="list-style-type: none"> ▶ Ask and respond to more searching geographical questions including 'how?' and 'why?' ▶ Identify and describe similarities, differences and patterns when investigating different places, environments and people. 	<ul style="list-style-type: none"> ▶ Observe, record, and explain physical and human features of the environment. 	<ul style="list-style-type: none"> ▶ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. ▶ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. 	<ul style="list-style-type: none"> ▶ Express their opinions on environmental issues and recognise that other people may think differently. ▶ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
Year 5	<ul style="list-style-type: none"> ▶ Name and locate an increasing range of places in the world including globally and topically significant features and events. 	<ul style="list-style-type: none"> ▶ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. 	<ul style="list-style-type: none"> ▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? ▶ Recognise geographical issues affecting people in different places and environments. 	<ul style="list-style-type: none"> ▶ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<ul style="list-style-type: none"> ▶ Use a range of maps and other sources of geographical information and select the most appropriate for a task. ▶ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it 	<ul style="list-style-type: none"> ▶ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. ▶ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.
		<ul style="list-style-type: none"> ▶ Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 			is most appropriate to use each.	

<p>Year 6</p>	<ul style="list-style-type: none"> ▶ Name and locate an extensive range of places in the world including globally and topically significant features and events. 	<ul style="list-style-type: none"> ▶ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. ▶ Explain some links and interactions between people, places and environments. 	<ul style="list-style-type: none"> ▶ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? ▶ Make predictions and test simple hypotheses about people, places and geographical issues. 	<ul style="list-style-type: none"> ▶ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. 	<ul style="list-style-type: none"> ▶ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. ▶ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. 	<ul style="list-style-type: none"> ▶ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. ▶ Communicate geographical information using a wide range of methods including writing at increasing length.
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