

EYFS

- Draw information from a simple map.
- Understand that some places are special to members of the community.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Recognise some similarities and differences between life in this county and life in other countries.

Year 1

- Begin to ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town or village
- Begin to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans studied.
- Name, locate and identify characteristics of Wales and Scotland's capital cities
- Begin to name and locate the world's continents and oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Use basic geographical vocabulary to refer to: physical features, including: beach, coast, forest, hill, mountain, ocean, river, and soil
- Key human features, including: city, town, village, factory, farm, house, office and shop.
- Begin to use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key.

Year 2

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the England and Northern Ireland capital cities
- Name and locate the world's continents and oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and Australia
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to: physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- Key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key.

Year 3

- Ask and answer geographical questions about the physical and human characteristics of a location within the UK.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location within the UK.
- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
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- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe how the locality of the school has changed over time.
- Describe and understand Physical geography, including rivers and mountains within the UK
- Human geography, including settlements and land use.
- Use 4 figure map references.

Do everything in love



1 Corinthians 16:14

Learning to Love, Loving to Learn

St Mary's CE Primary School

Geography End Points

Year 4

- Ask and answer geographical questions about the physical and human characteristics of a location within Europe.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate European countries and describe features.
- Use a range of resources to identify the key physical and human features of a location in southern France.
- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Describe geographical similarities and differences between countries in Europe.
- Describe and understand Physical geography, including volcanoes and earthquakes and the water cycle.
- Human geography, including settlements and land use in Europe.
- Use the eight points of a compass, four-figure grid references, and symbols and key to communicate knowledge of the United Kingdom and the wider world.

Year 5

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images, compared with maps and topological maps – as in London’s Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.
- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
 - Human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Year 6

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images, compared with maps and topological maps – as in London’s Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
 - Human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use six figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.