

Geography End of Key Stage Endpoints

Work likely in...	Early Years	Key Stage 1	Key Stage 2
Location Knowledge	<p>Able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>What this might look like in practise</p> <ul style="list-style-type: none"> Hands on experiences visiting local area Draw information from a simple map. 	<p>Able to follow simple directions using 'up, down, forwards and backwards'</p> <p>Able to describe directions using 4 main compass points.</p>	<p>Able to use 8 compass points confidently and accurately.</p> <p>Able to use 6-figure coordinates to locate features on a map.</p> <p>Begin to understand the use of longitude and latitude on a map.</p>
Place Knowledge	<p>Able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>What this might look like in practise</p> <ul style="list-style-type: none"> Able to talk about where they live and name some geographical features i.e. park, school, shop <p>To begin to become familiar with the wider world</p>	<p>Able to make simple comparisons between places using photos/pictures etc.</p> <p>Able to identify the 7 continents with confidence.</p> <p>Able to find and name the 5 oceans on a map.</p> <p>Able to recall the countries of the UK and their surrounding seas.</p>	<p>Able to locate and name the counties of the UK.</p> <p>Able to locate and name some of the capital cities of Europe.</p> <p>Able to compare the physical and human features of three locations across the world.</p> <p>Able to compare continents from around the globe and identify similarities and differences in their geographical features.</p> <p>Able to locate and explain our local area.</p>
Physical Geography	<p>Able to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>What this might look like in practise</p> <ul style="list-style-type: none"> Able to make simple comparisons about fictional places and their own lives. Able to identify seasonal and daily weather changes as they happen. 	<p>Able to discuss climate zones in relation to their own life.</p> <p>Able to make simple comparisons about climate with other places.</p> <p>Able to discuss seasons and weather patterns with confidence.</p>	<p>Able to make comparisons between different climate zones based on location.</p> <p>Able to discuss the importance of biomes and vegetation belts within land use.</p> <p>Able to understand the features of rivers, mountains and volcanoes and their impact on physical geography.</p> <p>Able to discuss the impacts of volcanoes and earthquakes on local areas and civilisations.</p> <p>Able to identify and explain the water cycle (cross link to Science Yr4).</p>
Human Geography	<p>Able to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>What this might look like in practise</p> <p>Begin to understand the difference between the lives of themselves and other people i.e. homes, celebrations</p>	<p>Able to identify the human features of the local area through use of pictures, fieldwork and mapwork.</p>	<p>Able to identify different uses of land and how settlements are developed.</p> <p>Able to discuss the importance of trade links and economic activity within settlements.</p> <p>Able to explain the significance of landmarks across Europe.</p>

	Early Years	Key Stage 1	Key Stage 2
Communicate geographically	<p>Able to use simple directional language.</p> <p>Able to verbalise observations on their local area.</p> <p>Able to make simple verbalised comparisons between places.</p> <p>Able to ask questions about places.</p>	<p>Able to ask simple geographical questions</p> <p>Make appropriate observations about why things happen</p> <p>Able to make simple explanations about place and location.</p>	<p>Able to suggest appropriate questions to lead an investigation.</p> <p>Able to investigate places with higher levels of detail and make comparisons, using data to support.</p> <p>Able to collect and record evidence without support and present this in relation to an enquiry question.</p> <p>Able to confidently analyse and reflect on evidence and draw reasonable conclusions based on this.</p>
Fieldwork	<p>Able to use the local area to make links to the wider world (farm visits, area walks etc.)</p>	<p>Able to follow a simple route around the local area.</p> <p>Able to discuss changes and improvements they would make to the local area based on land use.</p>	<p>Able to independently follow a short route on an OS map.</p> <p>Able to describe the features represented on an OS map within their fieldwork.</p> <p>Able to use drawn maps with confidence, making reference to scale and distance.</p>
Map Skills	<p>Able to create a simple story map using well known stories.</p> <p>Begin to draw maps based on story settings.</p>	<p>Able to follow routes using a map</p> <p>Able to draw a map of a real or imaginary place with appropriate scale and distance use.</p> <p>Able to identify a key on map and make their own key as a class.</p> <p>Able to use an infant atlas with direction from an adult.</p>	<p>Able to use and recognise OS map symbols and atlas symbols.</p> <p>Able to draw maps with increasing complexity and use these within fieldwork.</p> <p>Able to locate places on a world map.</p> <p>Able to read atlas presentations to find features of different places (mountains, weather patterns, land use etc).</p>

Geographical Key Skills		
	Key Skill	Explanatory Notes
	Map Skills	<ol style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
	Fieldwork	<ol style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Communicate geographically	<ol style="list-style-type: none"> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.