

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 4-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 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.</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>

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

<u>Geographical Key Skills</u>		
<i>These are the essential skills and processes in history that the children need to learn to make progress.</i>		
	Key Skill	Explanatory Notes
	Map Skills	<ul style="list-style-type: none"> a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied b. 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	<ul style="list-style-type: none"> a. 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	<ul style="list-style-type: none"> a. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes b. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) c. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.