



GEOGRAPHY END POINTS

St. Cross Catholic Primary School



Geography End Points

Year 1		
Unit of Work	NC Expectations:	Unit End Points:
My School	Children at the expected standard will: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Children can: - use locational language to understand the geography of the classroom - use an outline plan explaining its purpose - interpret outline plans - collect, analyse and communicate data - begin to retrieve information from a map
The School Grounds	Children at the expected standard will: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Children can: - understand and follow a trial with instructions - explain what a compass is used for and recognise the four cardinal points - understand plan view - draw objects to scale - use symbols to identify features - begin to differentiate between maps and plans - begin to measure distances
Weston-super-Mare	Children at the expected standard will: - name and locate the world's seven continents and five oceans - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - use basic geographical vocabulary. - use simple compass directions, locational and directional language, features and routes on a map, and aerial photographs	Children can: - locate the continents and oceans, UK, Somerset - describe characteristics of the county - use some physical geographical terms to describe - name the human features of Weston-super-Mare - understand terms such as tourism, holiday seaside locality - recognise the cardinal points of the compass - use directional and locational language on routes

Year 2		
Unit of Work	NC Expectations:	Unit End Points:
The Surrounding Environment	Children at the expected standard will: use simple fieldwork and observational skills to study the geography of and its grounds and the key human and physical features of its surrounding environment.	Children can: - explain how an address is written - explain what a postcode is used for - write their own address - understand how a letter gets from one place to another - use data collection skills in the field - use a series of maps to find local locations - use subject specific vocabulary to describe routes - give directions - recognise local physical and human features
Serrekunda	Children at the expected standard will: - name and locate the world's seven continents and five oceans - understand geographical similarities and differences through studying the human and physical geography of a small area of a non-European country - use basic geographical vocabulary. - use simple compass directions, locational and directional language, features and routes on a map, and aerial photographs	Children can: - locate Africa, The Gambia and Serrekunda using a maps and atlases - recall the oceans and continents, understanding the difference between a continent and a country - begin to appreciate the distance between home and The Gambia - use physical geographical terms to describe the landscape - name the human features of Serrekunda and The Gambia - explain commonalities between the home locality and Serrekunda - use directional and locational language - understand how to follow a route , symbols and a key - differentiate between maps, plans and photographs
Fieldwork skills in Practice	Children at the expected standard will: use simple fieldwork and observational skills to study the geography of and its grounds and the key human and physical features of its surrounding environment.	Children can: - record and analyse weather data - understand what a compass is used for and use the four cardinal points - explain how aerial photographs are taken and what they show - differentiate between human and physical features - appreciate from where and how food travels to supermarkets - use a full range of data collection skills to investigate a geographical issue (collecting and analysing data and using real plans)

Year 3		
Unit of Work	NC Expectations:	Unit End Points:
East Anglia	Children at the expected standard will: understand geographical similarities and differences through the study of human and physical geography of a region of the UK. describe and understand key aspects of physical and human geography including, types of settlement and land use and economic activity.	Children can: - locate the UK and the East Anglia region using maps - understand the term region - begin to know the characteristics of the region in terms of weather and climate - identify the physical landscape and features of East Anglia - name the human features of East Anglia - explain the region in terms of jobs and human activities - use the terms erosion, transportation and deposition - understand how waves aid coastal change over time - identify the location of wind farms on the East Anglian coast and understand how electricity is generated by wind farms
Naples and Campania	Children at the expected standard will: - understand geographical similarities and differences through the study of human and physical geography of a region in a European country. - describe and understand key aspects of physical and human geography including volcanoes, earthquakes, types of settlement and land use and economic activity.	Children can: - locate and label Italy and the region of Campania on a map - understand the term region - describe the physical features of the region - explain what a volcano is and why the erupt - describe where and what happens when an earthquake occurs - explain what happened in AD 79 to Pompeii and Herculaneum - describe the human features of the region - understand the importance, benefits and disadvantages of tourism
Walton on the Naze	Children at the expected standard will: 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.	Children can: - understand basic coastal terminology, vocabulary and the water cycle - follow a map to the coastal area to be studied - identify features in the field - record, analyse data and make observations using the appropriate method and equipment - use field sketches - write and communicate geographically

Year 4		
Unit of Work	NC Expectations:	Unit End Points:
Athens and Central Greece	Children at the expected standard will: - understand geographical similarities and differences through the study of human and physical geography of a region in a European country. - describe and understand key aspects of physical and human geography including mountains, types of settlement and land use and economic activity including trade links and tourism.	Children can: - locate Athens and Central Greece on a map - locate and label and describe the region, main settlements and physical features - label a section through the Acropolis and explain superposition - describe a major tourist location, explaining the advantages and disadvantages of tourism - explain the region and the nature of its jobs
Paris Basin	Children at the expected standard will: - understand geographical similarities and differences through the study of human and physical geography of a region in a European country. - describe and understand key aspects of physical and human geography	Children can: - locate the Paris Basin on a map - locate and label and describe the region, main settlements and physical features - describe land use and explain the importance of the port - describe a tourist location, explaining advantages & disadvantages of tourism - explain the region and the nature of its jobs and the importance of tourism
California	Children at the expected standard will: - understand geographical similarities and differences through the study of human and physical geography of a region within N and S America. - describe and understand key aspects of physical and human geography including volcanoes, earthquakes, types of settlement and land use and economic activity.	Children can: - locate North America and California using maps and atlases - understand the term region and describe environmental regions - describe the region in terms of weather and climate - use physical terms to describe the California region - understand how water supply has an impact on agriculture - discuss California's agricultural links - identify human characteristics of San Francisco and Los Angeles - understand the distribution and impact of volcanoes and earthquakes in California

Year 5		
Unit of Work	NC Expectations:	Unit End Points:
The Amazon Basin	Children at the expected standard will: - understand geographical similarities and differences through the study of human and physical geography of a region within N and S America. - describe and understand the physical and human geography including climate zones, biomes vegetation belts and rivers	Children can: - locate North and South America and the Amazon Basin region - name the characteristics of The Amazon Basin in terms of weather and climate - understand the structure of the equatorial rainforest - understand how animals interact with plants to sustain the rainforest - describe the water cycle - appreciate the size and complexity of the River Amazon - understand how some people make a living and live in The Amazon Basin
The Local Area	Children at the expected standard will: 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	Children can: - begin to see how the local area is positioned within the region - use OS maps and follow a route - make, record and analyse field data and observations - draw and label a field sketch - understand that housing has changed over time - present information geographically - make and record geographical observations about retailing on the local area - draw and label a field sketch and collect and analyse data collected - understand how retailing is arranged in a hierarchy - understand that shopping habits have changed - understand that changing shopping habits have geographical effects - present information geographically
River Study	Children at the expected standard will: describe key aspects of physical geography, including rivers and the water cycle use fieldwork to observe, measure, record and present the human and physical features in the local area	Children can: - follow the course of a local river from mouth to source - understand basic river terminology and the water cycle - follow a map to the river to be studied - identify features in the field - record, analyse data and observations using the appropriate method - write and communicate geographically

Year 6		
Unit of Work	NC Expectations:	Unit End Points:
Modern Egypt	Children at the expected standard will: develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes	Children can: - locate Egypt, the main towns and cities - name the characteristics of the River Nile - explain characteristic in terms of weather and climate - demonstrate an understanding of urban and rural life - explain the benefits and disadvantages of tourism - appreciate the geography of the past and the present
South Wales	Children at the expected standard will: - name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics. - understand geographical similarities and differences through the study of human and physical geography of a region of the UK. describe and understand key aspects of physical and human geography including mountains, rivers, settlement land use and economic activity.	Children can: - locate the UK and the South Wales region using maps and atlases - understand the term region - begin to know the characteristics of the region in terms of weather and climate - describe how South Wales has changed over time - identify aspects of the physical landscape - understand the changing importance of the mining industry - understand how to locate mountain ranges using OS maps - explain the value and purpose of National Parks - plot and label the River Taff - use grid references and compass directions - understand how Cardiff Bay has been redeveloped
The Global Citizen	Children at the expected standard will: show a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.	Children can - begin to understand The Global Goals for Sustainability - understand how trade can benefit but hinder economic development - appreciate that giving aid is not always the answer to a problem - understand the difference between a migrant and a refugee - understand what is happening to our oceans - understand the problems of single use plastic - appreciate how we can learn from partnerships formed with different countries