



Geography

Curriculum End Points EYFS and KS1

By the end of Nursery

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.
- Draw a simple map of their immediate environment or from a familiar story
- Use some geographical vocabulary to talk about their local environment.
- Know some vocabulary to describe specific features of their world (both natural and made by people)
- Have a developing understanding of the weather and the seasons

By the end of Reception

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.
- Draw a simple map of their immediate environment or from a familiar story
- Use some geographical vocabulary to talk about their local environment.
- Know some vocabulary to describe specific features of their world (both natural and made by people)
- Have a developing understanding of the weather and the seasons

By the end of Year 1

- name and locate the four countries of the UK and London and related key vocabulary;
- look at simple maps and aerial views of the local area, discussing and asking questions about its main human and physical features and the way symbols have been used;
- work together to create a simple map of the local area with symbols;
- create a simple weather chart;
- make connections between their investigation of the local area and what they have learned about weather, climate and the UK;
- use appropriate vocabulary when describing seasonal weather patterns;
- use simple fieldwork and observational skills to study the physical and human features of the local area;

By the end of Year 2

- Name and locate the four countries of the UK and their capital cities;
- Know where the world's main hot and cold regions are and some information about what they are like;
- Know the location and features of a contrasting locality in Zambia, discussing and asking questions about its main feature and comparing these with their local area;
- Know and use appropriate vocabulary for continents and oceans and for hot and cold regions when describing the location of these key locations;
- Know how their location within hot and cold regions might affect everyday life differently in the UK and Zambia;
- Use globes and atlases and annotate maps- to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- Know how to use globes and atlases and annotate maps to identify the world's hot and cold regions, locating the UK and Zambia within them;
- Use simple field work and observational skills to study the physical and human features of the local area Salford;

Curriculum End Points LKS2



By the end of Year 3

- Know where the world's main climate zones are (building on their prior understanding of hot and cold regions);
- Know the location and main human and physical features of South America;
- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;
- Know how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
- Know the location of South-East Brazil and Rio de Janeiro within the South American continent;
- Know about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.
- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- Know how to use globes, atlases and maps to identify the main human and physical features of North and South America;
- Know how to interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate geographical vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places;

By the end of Year 4

- know the key elements and features of a river;
- know the key elements of the water cycle;
- know the names of – and key information on – the world's main rivers;
- know basic ideas about flood management;
- know the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo);
- know the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;
- how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
- how some human beings have adapted to life in the rainforest and the Amazon.

Curriculum End Points UPKS2

By the end of Year 5

- Know the names and locations of the world's principal mountains, volcanoes;
- Know the main features and types of mountains;
- Know how some people have adapted to life in mountainous areas;
- Know the main features and causes of volcanoes;
- Know the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
- Know ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
- Know ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;
- Know how people can respond to a natural disaster, such as a volcano;
- Know ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;



- Know about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).

By the end of Year 6

- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;
- ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;
- ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.
- Know how to interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- Know how to use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
- Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.