



Whitley Memorial Geography End Points



Geography End Point Breakdown

At the end of each year our young geographers will be able to:

EYFS	<p>Be curious about and explore their classroom and outdoor area.</p> <p>Be able to talk about features of our local area.</p> <p>Know where they live and be able to talk about how they come to school.</p> <p>Create simple maps.</p> <p>Describe different types of weather.</p> <p>Talk about and experience the changes of seasons</p> <p>Know some similarities and differences between life in this country and life in other countries.</p> <p>Know some similarities between the natural world around them and contrasting environments.</p>
Year 1	<p>Locational Knowledge.</p> <p>Locate the UK on a world map.</p> <p>Know which four countries make up the UK and label them on a map.</p> <p>Recognise and label the location of the UK's capital cities on a map.</p> <p>Locate and label Bedlington on a UK map.</p> <p>Locate local seaside resorts on a UK map.</p> <p>Place Knowledge</p> <p>Be able to associate each UK country with its capital city.</p> <p>Identify and describe some typical features of a city, capital city, town, countryside and seaside.</p> <p>Understand and describe some of the key differences between a city and capital city.</p> <p>Understand and describe some of the key differences between a town and the countryside.</p> <p>Identify and describe features of a local street.</p> <p>Talk about similarities and differences between buildings.</p> <p>Know how to say and write an address, including postcode.</p> <p>Understanding the part people play in creating the character of the street.</p> <p>Identify features of Bedlington from aerial photographs and maps.</p> <p>Human and Physical Geography</p> <p>Understand which features are natural and which ones are made by people.</p> <p>Name the four seasons and when they occur.</p> <p>Describe expected weather types for each season.</p> <p>Know that UK weather is seasonal.</p> <p>Suggest how likely certain weather types are for each season.</p> <p>Identify how weather patterns can affect human activity i.e. clothing we wear and things we do.</p> <p>Describe different types of weather in the UK.</p> <p>Talk about some human and physical features of the countryside, towns and cities in the UK.</p> <p>Talk about why people might visit the seaside and what they might see and do.</p> <p>Recognise the variety of features, both human and natural, which make up the street.</p> <p>Understand how a street relates to the areas around it.</p> <p>Skills and Fieldwork</p> <p>Use atlases and globes to locate the United Kingdom and identify its countries.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>



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features; devise a simple map; and use and construct basic symbols in a key.
Use simple fieldwork and observational skills to study the geography of school and the key human and physical features of the surrounding area.
Use simple fieldwork and observational skills to study the weather.
Will begin to understand how to collaborate on a fieldwork project and how to present and talk about their findings.

Geographical Vocabulary

Season, Autumn, Spring, Summer, Winter, temperature, weather, wind, rain, cloud, sun, United Kingdom, England, Scotland, Wales, Northern Ireland, country, city, town, village, farm, route, road, address, house, shop, beach, cliff, coast, sea.



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Year 2	<p>Locational Knowledge.</p> <p>Recall the four countries of the UK and their capital cities with confidence.</p> <p>Locate and label the seas surrounding the UK on a map.</p> <p>Name and locate the seven continents on a world map.</p> <p>Name and locate the five oceans on a world map.</p> <p>Locate and label the Northern and Southern Hemisphere; Equator; North and South Pole.</p> <p>Describe a route between places in the world and suggest appropriate modes of transport.</p> <p>Locate Kenya using a globe, atlas, world map.</p> <p>Locate cities and rural areas of Kenya on a map.</p> <p>Place Knowledge</p> <p>Describe similarities and differences between places in the world.</p> <p>Describe the climate and environment of hot and cold places.</p> <p>Compare and contrast hot and cold places in the world.</p> <p>Describe similarities and differences between small areas of Kenya and our local area.</p> <p>Understand that seas are part of oceans.</p> <p>Understand that Africa is a continent and Kenya a country in Africa.</p> <p>Begin to explain how people who live in contrasting areas might live differently to people in the UK.</p> <p>Begin to recognise that the way people live is affected by whether or not they live in a hot or cold place.</p> <p>Human and Physical Geography</p> <p>Understand the difference between human and physical features.</p> <p>Begin to understand that the climate of different places in the world varies.</p> <p>Begin to understand how we are connected to other places in the world.</p> <p>Describe the human and physical features of a coastal locality.</p> <p>Think about ways to look after and protect our seaside environment.</p> <p>Develop an understanding of the differences between urban and rural areas.</p> <p>Know how climate change has affected areas of Kenya and link this to weather patterns and knowledge about hot and cold places.</p> <p>Skills and Fieldwork</p> <p>Use a map to follow a simple route.</p> <p>Use compass directions to move around a map.</p> <p>Use compass directions to describe places on a map.</p> <p>Begin to understand why a key is useful.</p> <p>Use an atlas to locate the UK and surrounding seas.</p> <p>Use globe, atlases and world maps to locate continents and oceans.</p> <p>Add to a simple map related to a country studied, e.g. adding a capital city on a map of a country or marking on a seaside location.</p> <p>Use a title and a simple key to label maps.</p> <p>Recognise landmarks and human/physical features on aerial photographs or plans of wider areas, such as towns and cities.</p> <p>Use simple fieldwork and observational skills, including simple drawings, photographs and sketch maps.</p> <p>Geographical Vocabulary</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season, weather, climate, city, town, village, factory, farm, house, office, port, harbour and shop, urban, rural, habitat, litter, pollution, tourism.</p>
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Year 3	<p>Locational Knowledge</p> <p>Locate and identify different land uses on an OS maps.</p> <p>Name and locate countries in Europe and describe their relative position using compass directions.</p> <p>Identify and label the Mediterranean Sea on a map.</p> <p>Recognise Italy on a globe, atlas and map.</p> <p>Locate Sicily on a map.</p> <p>Locate and label key cities and towns in Italy.</p> <p>Locate significant volcanoes on a world map.</p> <p>Describe where the locations of volcanoes are relative to the hemispheres, equator and poles.</p> <p>Locate fault lines where volcanoes are mainly situated (i.e. ring of fire).</p> <p>Locate the areas in the world where major earthquakes have occurred.</p> <p>Place Knowledge</p> <p>Identify and describe different types of land use in the local area.</p> <p>Identify local and national land use patterns and how they have changed over time.</p> <p>Understand why people might live near volcanoes.</p> <p>Explain how people, plants and animals adapt to their volcanic environment.</p> <p>Understand and explain the effect earthquakes have on people and places.</p> <p>Know the difference between continent, country and region.</p> <p>Describe similarities and differences between our local region and the Italian region of Sicily.</p> <p>Human and Physical Geography</p> <p>Make comparisons between local and national land use.</p> <p>Explain how land use patterns have changed over time</p> <p>Be aware of the importance of coal mining to our area.</p> <p>Describe and label the Earth's structure.</p> <p>Describe and label the structure of a volcano.</p> <p>Know the different types of volcano.</p> <p>Know and explain how and why volcanoes erupt.</p> <p>Explain the effects of earthquakes and how they can be managed.</p> <p>Know and understand some of the key human and physical features of Sicily as an island.</p> <p>Discuss the sustainability of tourism and the impact of climate change on Sicily.</p> <p>Skills and Fieldwork</p> <p>Recognise some Ordnance Survey symbols and identify land use on an Ordnance Survey map.</p> <p>Ask and answer questions about land use in our locality and collect data.</p> <p>Create simple sketch maps and a key to show how land is used.</p> <p>Confidently use the four compass points and begin to use the eight compass points.</p> <p>Begin to use maps with different scales.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Geographical Vocabulary</p> <p>Land use, settlement, urban, commercial, pastoral, rural, agriculture, retail, business, industrial, recreational, transport, forest, topography, core, mantle, crust, volcano, eruption, lava, magma, tectonic plate, ring of fire, earthquake, magnitude, epicenter, Mediterranean, region, island, climate, tourism, sustainability.</p>
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Year 4	<p>Locational Knowledge</p> <p>Locate and label climate zones on a map.</p> <p>Locate major biomes on a world map.</p> <p>Describe the location of these in relation to northern and southern hemispheres, the equator, tropics of cancer and Capricorn, Arctic and Antarctic circle.</p> <p>Understand the distribution of water resources in the UK.</p> <p>Understand why there is an unequal access to water around the globe and link this to location.</p> <p>Locate London and other UK cities on maps of differing scales and sizes.</p> <p>Locate other major European and World Capitals on a globe, atlas or world map.</p> <p>Locate commuter towns around London and identify transport links on a map.</p> <p>Place Knowledge</p> <p>Understand how light from the sun lands differently at the Equator and Poles.</p> <p>Understand that average temperature is related to distance from the Equator.</p> <p>Describe how climate zones vary.</p> <p>Understand the difference between a climate zone and biome.</p> <p>Talk about each biome and climate zone giving examples of plant life, animal life, etc.</p> <p>Explain some of the differences between areas with limited access to water and those with a water surplus.</p> <p>Understand the key factors that influenced the location of London.</p> <p>Begin to understand the functions of London as a capital city.</p> <p>Human and Physical Geography</p> <p>Know the world's five main biomes.</p> <p>Describe key aspects of climate zones, biomes and vegetation belts.</p> <p>Understand how climate influences the development of biomes and vegetation belts.</p> <p>Understand how plants and animals are adapted to their different biomes.</p> <p>Explore how climate change could impact plants and animals in the future.</p> <p>Describe and understand key aspects of distribution of natural resources - including water.</p> <p>Describe and understand key aspects of the water-cycle and why it's important to geography.</p> <p>Understand the importance of clean water as a basic human need.</p> <p>Explain and give reasons why people may not have access to clean water.</p> <p>Express an opinion about the fairness of access to water resources.</p> <p>Know different settlement types and identify the hierarchy of settlement.</p> <p>Recognise the importance of tourism in London.</p> <p>Recognise the importance of transport links in London.</p> <p>Understand the significance of the River Thames and parks to London.</p> <p>Make links between population and settlement.</p> <p>Skills and Field work</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and present information using a range of methods including sketch maps, diagrams and graphs.</p> <p>Read information from climate graphs</p> <p>Be familiar with the TFL London underground map.</p> <p>Locate attractions on a map using grid references.</p> <p>Geographical Vocabulary</p> <p>Climate zone, biome, vegetation belt, flora, fauna, interdependent, precipitation, water-cycle, reservoir, aquifer, disease, resource, settlement, energy, capital city, government, urban, commuter, tourism, transport, hierarchy, network, migration, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p>
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Year 5	<p>Locational Knowledge</p> <p>Name and locate the tallest known mountains - Olympus Mons, Everest and Mauna Kea.</p> <p>Name and locate the continents and countries of the world's greatest mountain ranges.</p> <p>Name the tallest mountains in each of the UK's nations.</p> <p>Name and locate some of the World's, European and Britain's main rivers and explain their significance.</p> <p>Place Knowledge</p> <p>Describe some of the key features of a mountain.</p> <p>Make comparisons between Olympus Mons, Everest and Mauna Kea.</p> <p>Begin to give reasons for some of the similarities and differences between regions studied, linking them to physical processes and climate.</p> <p>Know that the river Blyth runs through Bedlington and the Tyne through Newcastle.</p> <p>Understand why some areas are susceptible to flooding, including local examples.</p> <p>Begin to understand Bedlington in its wider context of the UK, Europe and the World.</p> <p>Recognise similarities and differences in the functions and layouts of settlements.</p> <p>Describe how and why Bedlington has changed through time.</p> <p>.</p> <p>Human and Physical Geography</p> <p>Begin to understand geological timescales.</p> <p>Begin to understand the processes that form fold mountains.</p> <p>Explain some of the similarities and differences between mountains and mountain ranges in Britain and the Himalayas.</p> <p>Identify and describe a range of river features.</p> <p>Describe how a river changes along its course.</p> <p>Understand some of the causes and consequences of flooding.</p> <p>Understand and explain how people use and change rivers.</p> <p>Think about the advantages and disadvantages that rivers bring to a town or city.</p> <p>Investigate land use in Bedlington - including services and facilities.</p> <p>Assess and give an informed opinion about the quality of the environment in Bedlington.</p> <p>Make recommendations for how Bedlington could be improved in the future.</p> <p>Skills and Fieldwork</p> <p>Begin to use 6 figure grid references to locate places on an OS map.</p> <p>Understand how contours represent mountainous areas on a map.</p> <p>Understand how colour or shading represents elevation on a relief map.</p> <p>Recognise some river features on an OS map using a key.</p> <p>Use the eight points of a compass to describe locations.</p> <p>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.</p> <p>Use atlases, globes, maps of different scales, digital maps and aerial photographs with increasing confidence.</p> <p>Geographical Vocabulary</p> <p>Mountain range, fold mountain, elevation, tectonic plate, fossil, contour, relief map, river mouth, source, upper, middle and lower course, oxbow lake, meander, waterfall, flood plain, confluence, tributary, precipitation, residential, commercial, services, facilities, pedestrian, traffic.</p>
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Year 6	<p>Locational Knowledge. Identify and locate places of interest in North and South America. Understand that North and South America are continents with many different countries, climates and environments. Locate lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones. Locate a wide range of world countries on maps, globes and atlases and describe their location in relation to lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones. Know where some common commodities and goods come from or go to and how they reach or leave the UK.</p> <p>Place Knowledge Understand the relationship between latitude and climate. Be familiar with aspects of North and South America, which could include but is not limited to: the Statue of Liberty, Grand Canyon, Amazon Rainforest, Rio de Janeiro, Macchu Picchu. Investigate places in East Asia. Explain that different foods are produced in different areas around the world. Understand that the everyday choices we make can affect people and places in other parts of the world.</p> <p>Human and Physical Geography Describe key aspects of climate types. Explore physical and human features of North and South America with increasing independence. Understand economic activity, including trade links, Understand the distribution of natural resources, including food, energy and water. Understand and describe how we are linked to people in other parts of the world through trade, technology and culture. Express own views and opinions about the pros and cons of world trade and fair trade. Understand what climate change is. Discuss how food is transported across the world. Understand what is meant by the term 'food miles'. Discuss how to make sustainable choices.</p> <p>Skills and Fieldwork Identify patterns in climate data. Know how to use longitude and latitude to locate places. Know how to give a location using longitude and latitude. Understand the relationship between longitude and time. Use longitude to calculate time differences. Confidently 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) with confidence.</p> <p>Geographical Vocabulary Hemisphere, Equator, Arctic Circle, Antarctic Circle, Tropic of Capricorn, Tropic of Cancer, latitude, longitude, meridian, prime meridian, climate, desert, polar, temperate, tropical, forest, rainforest, travel, tourism, heritage, globalization, commodities, goods, import, export, fair trade, trade, natural resources, economic activity, food miles, sustainability.</p>
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