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| **Charnock Hall Primary AcademyGeography Curriculum End Points** |
| **Location Knowledge Place Knowledge Human and Physical Geography Fieldwork** |
|  | Autumn Term | Spring Term | Summer Term |
| EYFS | **Me and My Community Stories and Rhymes**Talks about their home and the places they go to in their immediate environment.Creates different play environments -beach, city, forest, etc, in small-world play with support, naming their features; trees, river, mountains etc.Knows that some places are far away, and we cannot walk there.Makes observations of landscapes in photos, books, and videos. | **Cold Places Growing**Describes the natural landscape of a biome (tundra).Knows we have different environments in this county; water/sea, woods, beaches, etc.Answers and asks “why” questions.Engages in non-fiction books.Listens to and talks about non-fiction books applying new knowledge and vocabulary.Knows that the country we live in is England. Names some hot and cold countries.Knows that different countries have different landscapes (biomes).Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages, and culture. (European). Knows what a globe is and that it represents the world.Knows the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow.Creates own map of imaginary location using basic key; tree, sea, sand etc. Knows what an island is.Takes a personal interest in maps and globes asking questions to extend knowledge.Knows that there are many different countries in the world.Knows some of the features of the biomes (tundra, desert, forest, grassland/savannah, oceans).Foci: Observation of differenceDiscusses the differences between a biome with an extreme climate (tundra) and that of Charnock. Foci: Observation of similaritiesMakes links between their knowledge of biomes to classify animals.Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England. | **Minibeasts At the Seaside**Knows the landmark buildings (including places of worship) in their local environment and discusses their importance.Draws own plans/maps of immediate environment.Foci: Application od observationMakes inferences about locations in books based on previous knowledge or experiences:• clothing worn• buildings• foods• weather • animals• landscape.Explains some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |
| Year 1 | **Our Wonderful World** **1.1.2** I can name, locate and identify characteristics of the four countries in the UK and the surrounding seas.**1.3.1** I can identify hot and cold areas of the world in relation to the Equator and the North and South Poles.**1.3.2** I can use basic geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, season and weather) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop).**1.4.2** I can use locational and directional language to describe the location of features and routes on a map.**1.4.3**. I can use aerial photographs and plan perspectives to identify landmarks and basic features. I can devise a simple map; and use and construct basic symbols in a key.**1.4.4** I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. | **Bright Lights Big City** **1.3.1** I canidentify seasonal and daily weather patterns in the United Kingdom.**1.3.2** I can use basic geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop).**1.4.1** I can use world maps, atlases and globes to identify the United Kingdom and its countries.**1.4.2** I can use locational and directional language to describe the location of features and routes on a map.**1.4.3.** I can use aerial photographs and plan perspectives to recognise landmarks and basichuman and physical features. I can devise a simple map; and use and construct basicsymbols in a key. |  |
| Year 2 |  | **Coastline****1.1.2** I can name, locate and identify characteristics of the four countries and capital cities in the UK and the surrounding seas.**1.2.1** I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (to add in?)**1.3.1** I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles**1.3.2** I can use basic geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop).**1.4.1** I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.**1.4.2** I can 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**1.4.3**. I can study aerial photographs and plan perspectives to recognise landmarks and basichuman and physical features. I can devise a simple map; and use and construct basicsymbols in a key. | **Let’s Explore the World****1.1.1** Name and locate the world’s seven continents and five oceans.**1.2.1** I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (to add in?)**1.3.1** I can identify hot and cold areas of the world in relation to the Equator and the North and South Poles.**1.4.2** I can 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**1.4.3.** I can study aerial photographs and plan perspectives to recognise landmarks and basichuman and physical features. I can devise a simple map; and use and construct basicsymbols in a key.**1.4.4** I can use simple fieldwork and observational skills to study the geography of my school and its grounds. |
| Year 3 | **One Planet, Our World!****2.1.1** I can locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.**2.1.2** I can name, locate and describe counties and cities in the United Kingdom.**2.1.3** I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Primer Greenwich Meridian and time zones (including day and night).**2.3.2** I can describe and understand key aspects of: physical geography, including: climate zones, and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle. I can describe human geography, including types of settlement and land use.**2.4.1** I can analyse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**2.4.2** I can use the eight points of a compass to locate geographical features on a place or on a map.**2.4.3** I can use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology (analyse data and identify patterns). | **Rocks, Relics and Rumbles****2.1.3** I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Primer Greenwich Meridian and time zones (including day and night)**2.3.2** I can describe and understand key aspects of: physical geography, including: climate zones, and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle.**2.4.2** I can use the eight points of a compass to locate geographical features on a place or on a map. |  |
| Year 4 |  | **Misty Mountain, Winding River****2.1.1** I can locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.**2.1.2** I can name and locate counties and cities of the United Kingdom, geographical regions and key topographical features characteristics, key topographical features (including hills, mountains, coasts and rivers).**2.2.1** I can understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America**2.3.2** I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time**2.3.2** I can describe and understand key aspects of: physical geography, including: rivers, mountains and the water cycle.I can describe human geography, including: land use and water systems.**2.4.1** I can study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.**2.4.2** I can use the eight points of a compass, four figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.**2.4.3** I can use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology (collect, analyse data. Identify and analyse patterns). | **Interconnected World****2.3.1** I can describe and understand key aspects of physical and human geography.**2.3.2** I can describe and understand key aspects of: physical geography, including: climate zones**.**I can describe human geography, including: types of settlement, land use and the distribution of natural resources including water.**2.4.1** I can study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.**2.4.2** I can use the eight points of a compass, four figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.**2.4.3** I can use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology |
| Year 5 | **Investing Our World****2.1.2** I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.**2.1.3** I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Primer Greenwich Meridian and time zones (including day and night)**2.4.1** I can analyse and compare a place, or places, using aerial photographs, atlases and maps. | **Sow, Grow, Farm****2.2.1** I can understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America**2.3.1** I can describe and understand key aspects of: physical geography, including climate zones and biomes. I can describe human geography, including: land use, trade links, and the distribution of natural resources including energy, food, minerals and water.**2.4.2** I can use the eight points of a compass, four and six figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world. |  |
| Year 6 |  | **Frozen Kingdoms****2.1.3** I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Primer Greenwich Meridian and time zones (including day and night)**2.3.1** I can describe and understand key aspects of: physical geography, including climate zones and biomes. I can describe human geography, including economic activity and the distribution of natural resources including energy, food, minerals and water. | **Our Changing World****2.1.2** I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.**2.3.1** I can describe and understand key aspects of physical and human geography. I can describe and understand key aspects of physical geography, including climate zones and biomes. I can describe human geography, including economic activity and the distribution of natural resources including energy, food, minerals and water.**2.1.3** I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Primer Greenwich Meridian and time zones (including day and night).**2.4.1** I can use satellite imaging and maps of different scales to find out geographical information about a place.**2.4.2** I can use the eight points of a compass, four and six figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.**2.4.3** I can use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology (analyse and present complex data). |