

End Points in Geography

Children know this through their use of topic mats.

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	Year 3	Year 4	Year 5	Year 6
Autumn (inc Healthy me, healthy planet week)	Ancient Britain	Waterworld	To Infinity and Beyond!	What did Britain Battle for?
Knowledge	Healthy Me Healthy Planet Week Discuss the impact of litter on the local and school environment. Produce and read/understand a map of the school grounds and note/mark the key areas of the school. Ancient Britain Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time from the Stone Age to the present. Look at Skara Brae and understand the type of settlement and land use, economic activity including	Describe and understand climate zones and the water cycle. Know what a river is and its journey from source to sea. Understand the impact on the environment and on patterns of human habitation - where do people settle and why? Look at erosion and deposition, meanders, water depth, stream width, valley features etc. Look at the local environment, local maps, identify Wood brook and where it flows – eventually the Mersey / the sea!	Healthy Me Healthy Planet Week Understand what Fairtrade is and explain its primary purpose. Identify the location of a producer and mark it on a map.	Healthy Me Healthy Planet Week Understand which countries produce the most plastic. Be able to locate them on a map.

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	farming trade links, and the distribution of natural resources including energy, food, minerals and water.			
Skills	Healthy Me Healthy Planet Week Observe and record human features in the local area and sketch maps. Ancient Britain Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the symbols and key to build their knowledge of the United Kingdom.	Study maps, atlases and globes. Carry out a local field study.	Healthy Me Healthy Planet Week Locate the world's countries, using maps. Identify land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Healthy Me Healthy Planet Week Locate countries using maps online. Identify land use, economic activity and ability to dispose of waste. Locate countries in an atlas using index and grid references.
Spring <i>(inc Victorian week)</i>	Ancient Greece	Invaders and Settlers	How can we rediscover the wonders of Ancient Egypt?	The Maya
Knowledge	Victorian Week To understand the changes in settlements over time. Ancient Greece Understand geographical	Invaders and Settlers Knows that the Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames	Victorian Week To be able to identify architectural evidence of Victorian buildings; mills, houses, churches etc and record the evidence in	Victorian Week Understand historical changes in industry. The Maya To identify the location of

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	similarities and differences through the study of human and physical geography of England and Greece. Look at changes in human geography in Ancient Greece, comparing and contrasting with today. Understand why Athens was dominant and how Greece was able to influence surrounding areas due to its location.	and can describe some of the ways that London has changed since AD43. Knows and can describe how the UK population has changed over time. Knows where some immigrants to the UK migrated from, within an historical context.	sketch books and draw maps of the route taken on a local field study. Ancient Egypt Locate ancient civilisations and identify common geographical features (line of latitude, by rivers). Locate Egypt and the River Nile and identify the three Ancient Kingdoms. Understand the importance of the River Nile Delta to the Ancient Egyptians	the Maya civilisation and tropical rainforests. Locate and identify the countries of Central America and discover where the Maya peoples lived. To understand the impact of tourism. To know the location of the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) and will link their understanding of climate and the Maya. To identify land use and the distribution of resources (food/ chocolate). Compare local time in different places around the world. Explain how erosion occurs.
Skills	Victorian Week To record and observe human features in the local area. Ancient Greece To use observational skills to investigate the	Invaders and Settlers	Victorian Week To 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,	Victorian Week Compare changes in land use over time. The Maya Use maps, atlases, globes and computer mapping to locate countries and

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	similarities and differences of the human and physical geography of England and of a small area in a contrasting European country. To understand how features of human geography change over time.		and digital technologies. Ancient Egypt Use maps, atlases, globes to locate countries and describe features studied.	describe features studied. Locate region on globe/ in atlases and compare with the size of the UK.
Summer	What is underneath our feet?	To Russia with Love	What's so great about the USA?	South America
Knowledge	To understand the types of rocks found in the local area and their uses. To locate the Ring of Fire within the continent and the globe. To understand why volcanoes and earthquakes happen. To understand the impact of volcanoes on human geography.		Locate the continent in a global context. Identify the countries of North America and locate US states and the varied human and physical geographical features. To understand the differences and similarities in physical geography, climate zones and biomes between the UK and USA. There are 23 countries in North America, with Canada being the biggest. To understand the locations and differences between Native American culture and how climate and vegetation affected their lifestyle.	Locate the 12 countries in South America and identify their capital cities. Know the human and physical features of South America. Know the impact of human geography in the region of South America. Understand the impact of deforestation and mining in the Amazon. To evaluate the sustainability of different economic activities. Understand the geographical similarities and differences between the UK and Brazil.
Skills	To use fieldwork to observe		To use an atlas to locate	Use the eight points of a

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	and record human and physical features in the local area. To use maps, atlases and globes to locate countries and describe features studied.		different North American cities and states on a map. Reading information from factfiles to retrieve key human and physical geography features. To organise and present physical geographical features in a clear manner. To use maps to locate the equator, tropics, biomes, climate zones and vegetation belt of polar regions. Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features.	compass, four and six figure grid references, symbols and key to build knowledge of South America. Use maps, atlases, globes and digital/computer mapping to locate countries and geographically significant land features 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.
Year group end points	A Year 3 geographer will have a comprehensive understanding of counties, specifically those where ancient ruins can be found. They will be able to compare and contrast England and Greece, as well as identify changes in a location over time. They will have a knowledge of tectonic plates and how these are pivotal to the creation of	A Year 4 geographer will know where Europe is and be able to name a number of its countries and significant physical features such as oceans, seas, rivers and mountain regions. They will be able to use an atlas to locate continents, countries and the physical features with confidence. The will know how a	A Year 5 geographer will be aware of the cities/states and varied human and physical features across North America whilst being able to compare them with the UK. They will have used maps and read information from them and be able to plot their own maps using a variety of symbols. They will be able to use fieldwork to explore the different 19th	A Year 6 geographer will be able to use a wide vocabulary of geographical terms to explain their understanding of countries around the world, making comparisons of many features including climate, population and lifestyles. They will be able to explain how the physical features of a country impact on land use and industry. They will

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	volcanoes and earthquakes. They can explain the impact volcanoes and earthquakes have on people's lives. They can carry out fieldwork through the use of maps and four figure grid points.	river changes from source to sea because of geographical processes.	century architecture types in Springhead. A Year 5 geographer will be able to use four and six figure grid references.	be able to comment on the impact of humans on the environment.
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