



Discipline: Field Work			
SPACE (Where is it?)	PLACE AND ENVIRONMENT (What is it like?)		SCALE (how does it connect?)
<b>End points for EYFS</b>	<b>End Points for KS1</b>	<b>End Points for LKS2</b>	<b>End Points for Key Stage Two</b>
<p>Describe their immediate environment using knowledge from observation and discussion</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>use simple fieldwork and observational skills to study the geography of my school and its grounds and the school's surrounding environment.</p>	<p>measure distance between places, using ICT and talk about the links between spaces.</p> <p>make observations and record these on my sketched map</p> <p>use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, and graphs annotating with appropriate geographical words .</p> <p>discuss conditions and environment of a country</p>	<p>use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p> <p>explore locations from numerous perspectives and reflect on my own beliefs.</p>
Discipline: Map Skills			
Using and making maps and locating places			
<b>End points for EYFS</b>	<b>End Points for KS1</b>	<b>End Points for LKS2</b>	<b>End Points for Key Stage Two</b>
<p>Draw or make maps of real or imaginary places</p>	<p>Use large scale street maps and OS (1:1250 1:2500),(1:5 000 or 1:10 000), aerial photographs, maps and globes</p> <p>Use a simple picture map to move around the school and the playground field</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike and directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>I can use aerial photographs of my school and other locations to recognise basic human and physical features (fields, roads, buildings) with a link to our school</p> <p>Use world maps, globes and atlases to identify the UK in its position in the world.</p> <p>Follow a simple route on a map.</p>	<p>Use large scale street maps and OS (1:25 000 or 1:50 000) -aerial photographs, maps and globes – small scale, atlases</p> <p>Follow a route on a map with some accuracy.</p> <p>Use historical maps and compare with recent maps.</p> <p>Locate places using a range of maps, atlases (including OS &amp; digital) and a variety of scales</p> <p>Begin to match boundaries and places (e.g. find same boundary of a country on different scale maps, settlements)</p> <p>Begin to use 8 points of compass, letter/number co-ordinates and four figure grid references to identify features on a map</p> <p>Understand the need for scales.</p>	<p>Use variety of scales street maps and OS 1:100 000, 1:200 000, 1:500 000 1:400 000, aerial photographs, maps and globes, atlases, thematic maps</p> <p>Follow a route on map while describing what is seen.</p> <p>Relate aerial photographs with maps</p> <p>Select a map for a specific purpose (Great Orme trail)</p> <p>Begin to use atlases to find out other information (e.g. temperature, height of Great Orme, deserts - Egypt)</p> <p>Find and recognise places on maps of different scales and understand what the scale represents.</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Identify the position and significance of lines of longitude &amp; latitude and the tropics of Cancer and Capricorn.</p> <p>Identify the Greenwich Meridian on a map.</p>

	<p>Use simple compass directions (North, South, East, West)</p> <p>Know which direction N is on any map</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Locate and name on a world map, in an atlas and on a globe the seven continents and five oceans.</p> <p>Locate Australia and be able to say it is in the southern part of the planet</p> <p>Know and find where they live on a map of the United Kingdom.</p> <p>Locate the Equator and North and South Pole.</p> <p>Locate on a globe and world map the hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Identify features on an aerial photograph, digital or computer map and OS map</p> <p>Locate the Ring of Fire on map of the world</p> <p>Locate the world's highest mountains on each continent. (Africa – Mt Kilimanjaro; Antarctica – Vinson Massif, Asia – Mt Everest, Europe – Elbrus, North America – Mt McKinley, Oceania – Puncak Jaya; S America – Aconcagua</p> <p>Locate the UK on a variety of different scale maps in relation to Europe and its neighbouring countries and seas</p> <p>Name and locate the main mountains in the UK</p> <p>Know that counties are geographical regions of a country.</p> <p>Locate climate zones on a range of maps.</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p>Locate the world's countries on a variety of small-scale maps</p> <p>Locate Greece on a map of Europe and the World</p> <p>Name &amp; locate some counties and cities of Scotland (focus on Edinburgh Highlands and Outer Hebrides,)</p> <p>Locate Scottish <u>National Parks, hills, rivers</u> and <u>major cities</u></p> <p>Locate counties of the North West region on the map –</p> <p>Name and locate counties of the East England Region (Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk)</p> <p>Locate English <u>National Parks, hills, rivers</u> and <u>major cities</u></p>	<p>Describe and interpret the relief and other features shown on an OS map</p> <p>Use lines of longitude and latitude on maps and understand their link to time zones</p> <p>Locate key geographical features and main cities on a map of Texas.</p> <p>Locate the world's longest rivers on each continent (Africa – Nile, Antarctica – no rivers, Asia – Chang Jiang, Europa – Volga, N America – Missisipi-Missouri, Oceania – Murray-Darling, S America - Amazon)</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages with focus on South America.</p> <p>Understand the lines of longitude and latitude's link to time zones.</p> <p>Locate settlements, their position and trade links on a range of small- and large-scale maps.</p> <p>Explain the link between Liverpool and Ireland and Northern Ireland and migration.</p> <p>Name and locate counties in Northern Ireland (Antrim, Armagh, Down, Fermanagh, Londonderry and Tyrone)</p> <p>Locate Irish <u>Mourne Mountains</u> and discuss why they should be /shouldn't be a NP, <u>hills, rivers</u> and <u>major cities</u></p> <p>Name and locate counties in Wales (N Wales – Powys, Clwyd, Gwynedd, Dyfed),</p> <p>Locate Welsh <u>National Parks, hills, rivers</u> and <u>major cities</u></p> <p>Name and locate main rivers and lakes in the UK (Lake District, Loch Ness, Thames, Severn, Trent, Tay, Bann, Tyne, Clyde, Dee, Mersey, Exe)</p>
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Discipline: Map symbols

Recognising symbols

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for UKS2
Make up own symbols to represent features on own drawn maps	Recognise these symbols	Recognise these symbols	Recognise these symbols

	<ul style="list-style-type: none"> <li> Road surface</li> <li> Scrub</li> <li> Orchard</li> <li> Buildings</li> <li> Inland water limit or stream</li> <li> Broad-leaved woodland</li> <li> Water (surface or tidal)</li> <li> Glasshouse</li> <li> Motorway</li> <li> Trunk or main road</li> <li> Museum</li> <li> Minor road</li> <li> Path</li> </ul> <p>PW - Place of Worship Sch - School</p>	<ul style="list-style-type: none"> <li> Place of worship with tower</li> <li> Picnic site</li> <li> Parking</li> <li> Footpath</li> <li> Places of worship +</li> <li> Contours are at 10 metres vertical interval</li> <li> Information centre</li> <li> Nature reserve</li> <li> Recreation/leisure/sports centre</li> <li> National Trail/Long Distance Route; Recreational Route</li> <li> Windmill</li> <li> Castle</li> </ul>	<ul style="list-style-type: none"> <li> Historic house</li> <li> Country park</li> <li> World Heritage site</li> <li> Boat trips</li> <li> Wind generator</li> <li> Abbey or cathedral</li> <li> Recreation/leisure/sports centre</li> <li> Ferry routes for vehicles</li> <li> Camp site/ caravan site</li> <li> Bus or coach station</li> <li> Sand; sand &amp; shingle</li> <li> Viewpoint</li> <li> Golf course or links</li> </ul>
Discipline: Physical Themes			
End points for EYFS	End Points for KS1	End Points for LKS2	End Points for UKS2

<p>.Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Discuss physical features through personal experience e.g beaches, forests, hills.</p> <p>Know there are different bodies of water eg lakes, seas, rivers.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and weather.</p> <p>Use senses to safely use and explore a variety of natural materials, describing colour, , texture, and form;</p>	<p>Keep a weather chart and answer questions about the weather.</p> <p>Make plausible predictions about what the weather may be like later in the day or tomorrow.</p> <p>Explain how the weather changes throughout the year with each season.</p> <p>Describe the key features of seaside from a picture, using geographical words (coast, beach, sea, ocean, sand).</p> <p>Explain what the weather is like in each season.</p> <p>Explain the clothes that people would wear in hot and cold places.</p> <p>Describe the key features of a place from a picture, using words like beach, coast, forest, hill, mountain, valley, river, soil, sea, vegetation, season, weather. landscape, temperature, continent, ocean, journey, daylight</p> <p>Know that water covers over 70% of Earth's surface.</p> <p>Know the difference between a sea and an ocean.</p> <p>Describe some of the features of an island.</p>	<p>Describe and understand key physical aspects of my local area (rivers, mountains, hills)</p> <p>Understand the process of mountains being created.</p> <p>Name key topographical features - parts of mountains, seas, islands</p> <p>Explain how volcanos are created and what the volcano's impact on the landscape is.</p> <p>Simply explain where and how earthquakes happen.</p> <p>Explain the link between earthquakes, volcanos and tsunamis.</p> <p>Research Scotland's rivers, mountains and National Parks. Explain the importance of the coasts in relation to protecting wildlife.</p> <p><b>Describe key aspects of physical geography, including climate zones, biomes and vegetation belts.</b></p> <p><b>Understand that the Earth's surface is subject to continual long-term change and give some examples.</b></p> <p>Describe what the weather is usually like in different climate zones and why it is different.</p> <p>Describe the impact weather can have on the landscape of a region.</p> <p>Know the 5 types of biomes and that biomes can include many different types of habitats.</p>	<p>Use the correct geographical vocabulary to describe the course of a river and its parts.</p> <p>Understand how global climate change influences the water cycle.</p> <p>Describe the process of water cycle through a diagram.</p> <p>Describe and understand key aspects and features of a coastal region.</p> <p>Describe how erosion and deposition change the look of a coastline.</p> <p>Explain what is weathering.</p> <p>Know the biomes of Texas.</p> <p>Explain the physical geography features that make a location suitable for a settlement.</p> <p>Explain how biomes are evolving and talk about the Amazon.</p> <p>Explain what deforestation means.</p> <p>Report on the effects of environmental change on ourselves and others.</p> <p>Name some limited and renewable natural sources and know that they are distributed unevenly.</p> <p>Name Norther Ireland's rivers, mountains and National Parks.</p>
<p><b>Discipline: Human Themes</b></p>			

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Discuss human features through personal experience e.g castles, farm, houses.</p> <p>Use senses to safely use and explore a variety of man made materials and objects, describing design and function</p> <p>Learn about jobs, occupations and buildings through role play and topics such as People Who help Us.</p> <p>Know there are different crops grown and harvested for food.</p>	<p>Name key features associated with a city, town or village, e.g. factory, detached house, semi-detached house, terraced house, shop, office</p> <p>Explain what facilities a city, town or village may need and give reasons</p> <p>Take photos of interesting things in our playground and explain what the photos show.</p> <p>Describe Australia using geographical words such as port, harbour, city, village, farm, (Australia)</p> <p>Say what I like and do not like about a different place and the place I live in.</p> <p>Explain how an area has been spoiled or improved and give my reasons.</p> <p>Explain how jobs may be different in other locations and make suggestions for the cause of the differences.</p> <p>Know the significance of the New 7 Wonder of the World and why they are special.</p>	<p>Carry out research to discover features of settlements in the vicinity of volcanos. or that are in different biomes.</p> <p>Use a range of vocabulary to talk about Cronton and settlements (hamlet, village, town, city, route, scale, distance, direction, key, symbol, homes, shops, roads, services, factory, buildings, transport, land use, pollution, soil).</p> <p>Talk about the impact mountains have on human activity.</p> <p>Understand different types of land use and compare land use in Cronton and Edinburgh. Talk about how this might change over time.</p> <p>Identify cities and travel connections between the UK and its neighbouring countries.</p> <p>List some reasons for a city becoming a capital</p> <p>Understand the attributes that make a region a tourism centre.</p> <p>Describe the difference between a region and a country.</p> <p>Name and locate some counties of Scotland (Highlands, Outer Hebrides and Aberdeenshire) and major cities (Inverness, Glasgow, Edinburgh, Aberdeen)</p> <p>.Name and locate East England Region Counties (link to Anglo-Saxons in Suffolk) (Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk)</p>	<p>Describe and understand key aspects and human features of a coastal region.</p> <p>Know that water is a renewable source.</p> <p>Understand what Hydropower is (conversion of energy from flowing water into electricity.) and that historically, one of the first uses of hydro power was for mechanical milling.</p> <p>Know some facts about the Dinorwig power station.</p> <p>Locate and name major Texas cities and why they are significant.</p> <p>Explain how a location fits into its wider geographical location; reference to human and economical features.</p> <p>Know the reasons for migration and its impact on population of cities and countries. Understand the difference between voluntary and involuntary (forced) migration (refugees).</p> <p>Understand the increasing volume of economic activity and trade links. Describe all three types of economic activity (primary, secondary, tertiary).</p> <p>Name and locate counties in Northern Ireland (Antrim, Armagh, Down, Fermanagh, Londonderry and Tyrone),</p> <p>Describe trade links between settlements and countries.</p>
<p>Discipline: <b>Location and Places</b></p>			

Knowledge of locations and places locally, nationally and globally			
End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know we live in England.</p> <p>Know our school is in Cronton</p> <p>Know there are other countries in the world and name some of them.</p> <p>Learn about some key aspects of France through European day of Languages</p> <p>Talk about places they have visited or been to on holiday.</p> <p>Learn about some key aspects of hot and cold countries and the wildlife there.</p>	<p>Name the four countries in the United Kingdom and locate them on a map including capital cities.</p> <p>Name the surrounding seas of the United Kingdom</p> <p>Name the 7 continents and 5 oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Cronton (UK) and Australia</p>	<p>Name some famous volcanoes: Mount Etna, Eyjafjallajökull, Mt Vesuvius, Mt St Helens, Krakatoa, Mount Fuji, Popocatepetl, Yellowstone Caldera)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of the North West Region and Scotland.</p> <p>Explain what the Ring of Fire is</p> <p>Know the capital city of Italy (link to History Romans) and to locate Italy's position in relation to Mediterranean Sea.</p> <p>Know that the Channel Tunnel connects the UK with mainland Europe.</p> <p>Know the key aspects of climate zones and biomes and that the biome for the UK is a temperate deciduous forest</p> <p>Know some of the world's largest countries and their capitals and that there are 195 countries in the world.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of the region of Peloponnese in Greece and The East of England region and compare these with link to climate zones and biomes.</p>	<p>Explain the significance of the Greenwich Meridian</p> <p>Discuss Llandudno's coastal features.</p> <p>Discuss the significance of the River Nile on settlement (Link to Ancient Egypt)</p> <p>Locate the most significant landscapes and regions of North America.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of Texas and the region of North Wales.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of Amazon rainforests (South America) and Northern Ireland</p> <p>Name and locate some countries where rainforests are found (Brazil, Congo, Indonesia, Peru)</p> <p>Explain how the time zones work and begin to calculate time differences around the world.</p> <p>Explain settlements patterns and name some of the largest cities in the world.</p> <p>Know the most significant locations of natural resources.</p>