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| **Geography – LTP (whole school)** | | | | | | | | | |
| **Geography – EYFS endpoints** | | | | | | | | | |
| **Nursery** | **Understanding the World** | | | | **Elements of communication and language** | | | **Geographical skills and fieldwork** | **Vocabulary** |
| Checkpoint 1 | Make connections between the features of their family and other families. | | | | Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ | | | Can follow basic directional language: up, down, under, around, behind and in front.  Can identify familiar images on a simple map of a known place.  **Fieldwork:**  Can identify some simple landmarks and places around them. | town  city  capital city  weather  seasons  map  place  local  globe  world  near  far  left  right  behind  in front |
| Checkpoint 2 | Begin to understand the need to respect and care for the natural environment and all living things. | | | | Use a wider range of vocabulary | | |
| Checkpoint 3 | Continue to develop positive attitudes about the differences between people. | | | | Understand ‘why’ questions  Understand a question or instruction that has two parts,  Learns lots of new words and use them in play | | |
| Checkpoint 4 | Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos  Uses all of their senses to explore natural materials. | | | | Uses talk to organise play e.g. “Let’s go on a bus...you sit there… I’ll be the driver”  Uses longer sentences of four to six words when talking. | | |
| **Reception** | **Understanding the World** | | | | **Elements of communication and language** | | | **Geographical skills and fieldwork** |
| Past and Present | People, Culture and Communities | The Natural World | | Listening, Attention and Understanding | Speaking | | Can recognise world map images and a globe.  Can identify familiar images on a simple map  Can use basic directional language: up, down, right, left, under, around, behind and in front.  Can draw a simple map using imagination.  **Fieldwork:**  Can make basic observations about their environment.  Can draw a basic sketch showing some key features of their environment or known place.  Can use a photo, or film clip taken by an adult as evidence of what they have seen.  Can work in a group with an adult to ask and answer simple questions.  Can observe the weather and make a chart over time – adult to discuss seasonal changes. |
| **Checkpoint1** | Discuss who is in their family and show some sense of their own history, e.g. “*I was born first and then the twin*s” or “*before I was born, Mummy lived in Spain but now we live in London*”. | Know that they may come from a different country from other children and understand that these are different places. | Use their senses to explore natural materials and describe what they observe, e.g. “a heavy log” “wet leaves”. | |  |  | |
| **Checkpoint 2** |  | Share their experiences of local features of our community, e.g. the local playground, shops, church. | Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits. | | Begins to use some active listening skills; face the speaker, body still, paying attention.  Learn (and use) new words from familiar texts | Offer their ideas in small group contexts.  Ask questions when they don’t understand instructions.  Uses simple connectives in speech, e.g. and, but. | |
| **Checkpoint 3** |  | Look at maps of our school/area and discuss the features they notice. Make their own maps.  Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. “*There are no lions in England but there are in Africa*” or “*In Spain, the weather is warmer than here*”. | Offer simple, logical explanations for what they have observed, e.g. “*Maybe it melted because the weather is warmer*” or “*It is light so I think that helps it float*”.  Use modelled, topical vocabulary in discussion.  Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings. | | Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions.  Ask questions when they don’t know what a word means.  Can offer small explanations that demonstrate their understanding on a topic/story  Begins to answer “Why” questions | Speaks in whole class situations.  Use recently-modelled language independently, across everyday contexts and all areas of learning.  Use newly learnt vocabulary in different contexts.  Ask questions in a variety of contexts.  Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.  Uses more detail in conversation.  Uses speech to organise simple activities (e.g. You go first and I’ll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy) | |
| **EOY incl. ELG** |  | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. | ELG – Explore the natural world around them, making observations and drawing pictures of animals and plants.  ELG – Know some similarities and differences between the natural world  ELG - 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.  ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | ELG- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  ELG- Make comments about what they have heard and ask questions to clarify their understanding  ELG-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | ELG-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  ELG-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  ELG-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher | |
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| **Characteristics of effective learning** | | | | | | | | | |
| **Playing and Exploring** | | | | **Active Learning** | | | **Creative and Critical Thinking** | | |
| * Finding out and exploring * Playing with what they know * Being willing to ‘have a go.’ | | | | * Keeping trying * Being involved and concentrating * Enjoying achieving what they set out to do | | | * Having their own ideas * Making links * Choosing ways to do things | | |

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| **Geography – Key Stage 1 endpoints** | | | | |
|  | **Locational Knowledge** | **Place knowledge and understanding** | **Knowledge of environmental, physical and human geography processes** | **Geographical skills and fieldwork** |
| **KS1** | Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | 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. | 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  **Use basic geographical vocabulary to refer to**:  **Key physical features**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  **Key human features**: city, town, village, factory, farm, house, office, port, harbour and shop | 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  Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical 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 their school and its grounds and the key human and physical features of its surrounding environment. |
| **Year 1** | Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and the local area. | 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.  **Use basic geographical vocabulary to refer to**:  **Key physical features**:  vegetation  seasons and weather (covered in science)  **Key human features**:  city, town, village, farm, house, and shops, office | Can use a simple atlas**,** a UK and world map and a globe.  Can identify/locate familiar images and/or places and/or seas using the above  Can use simple directional language: near, far, left and right to describe location of features and routes on a map.  Can use the above and aerial photo or simple map to follow a route around school and a local area (eg Childer Thornton and Eastham) and then draw the route. *Consolidate with Chester Zoo*  Can draw basic maps and create own symbols. *Chester Zoo*  Can use simple plan perspectives and aerial photographs to recognize landmarks and basic human and physical features. *Chester Zoo and Great Fire of London*  Can compare simple plans and identify a few changes to features over time in a local area. Chester Zoo. London  **Fieldwork**  Can make simple observations, including human and physical features in the local area. Local walk  Can draw a simple sketch map showing key human features of the local area. Chester Zoo  Can use a photo, or film clip taken by an adult to discuss what they have seen. Chester Zoo, Local walk  Can work in group with an adult to ask/answer questions about the school, its grounds and local area. Local walk, Chester Zoo |
| **Year 2** | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Locate Belfast on a map of the UK.  Name and locate the world’s seven continents and five oceans. | 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.  Delamere Forest, England and Daintree Rainforest, Australia | 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.  **Use basic geographical vocabulary to refer to**:  **Key physical features**:  beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, seasons and weather  **Key human features**:  port, harbour, factory, | Can use a simple atlas, a UK and world map and a globe.  Can identify familiar images on a simple map.  Can begin using the four-point compass directions: and directional language to describe the location of features and routes on a map.  Can use the above and a map to navigate around school grounds and Delamere Forest.  Can draw a simple map and include symbols to make and use a key.  Can use aerial photographs/maps to recognise landmarks and basic human and physical features.  Can compare aerial photographs/maps to identify changes in human and physical features over time at Delamere Forest.  **Fieldwork**  Can make more detailed human and physical observations in the local area, another location in the county and begin to make comparisons. *Start with this as recapping Childer Thornton from y1.*  Can draw a sketch map, including key human and physical features. *To do at Delamere*  Can use a camera or record film to gather evidence of what they have seen in a local area.  Can pose own questions to ask about castles.  Can pose own questions to ask about Delamere Forest. |

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| **Geography – Knowledge endpoints (Key Stage 2)** | | | | |
|  | **Locational Knowledge** | **Place knowledge and understanding** | **Knowledge of environmental, physical and human geography processes** | **Geographical Skills and Fieldwork** |
| **KS2** | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Name and locate counties and major 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  Identify 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) | Understand 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 South America. | Describe and understand key aspects of:  **Physical geography**:  climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  **Human geography**:  types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | 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) to build their knowledge of the United Kingdom and the wider world.  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 3** | **Recap location of 5 oceans and 7 continents.**  Identify the position and significance of latitude, longitude, Equator Locate Great Pacific Garbage patch (North Central Pacific Ocean)  Locate the countries producing most plastic waste.  Recap location of Ellesmere Port (Boat Museum) and Manchester Ship Canal and the Shropshire Canal.  Locate the River Dee, River Mersey.  Know that there are 9 geographical regions in England and identify that they live in the North West.  ***Regions - London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West***  **North west - Cheshire, Lancashire, Greater Manchester, Merseyside, Cumbria**  Locate 3 refugee countries:  Syria, Ukraine and Afghanistan  Locate 3 host countries:  Turkey, Pakistan, Poland, Germany  *Identify its location in relation to refugee countries.*  Locate Berlin (capital city of Germany)  Locate Wiltshire, Stone Henge  Locate Somerset, Cheddar Man. | Understand geographical similarities and differences through the study of human and physical geography within the **North West and a region in Europe**.  Human features of Ellesmere Port - Harbour, port, canal, locks, bridge, factory, town,  Physical features of Ellesmere Port - Irish Sea, River Mersey, estuary, stream, land,  **Berlin, Germany**  Identify Germany as a popular host country.  Explain why Germany is the chosen country by so many refugees  Importance of cultural diversity in Germany.  ***Links to Rights Respecting Schools/Education for all)***  Beeston Castle  *Evidence of human activity at Beeston Castle during the Stone and Bronze Age.*  *Replica Bronze Age roundhouse at Beeston Castle*  *Beeston castle built on sandstone crag an incorporates the bank and ditches of an Iron Age hillfort.*  *Beeston Castle was a defensive settlement and metal work centre* | **Describe and understand key aspects of**  **Physical geography:**  Rivers  **Human geography:**  **Human impact - Great Pacific Garbage Patch**  (cause and consequence)  Solutions to plastic problem  *Reduce, re-use, recycle* | Can use an atlas, a UK and world map and a globe.  Can confidently use the four point compass directions to describe location of features and routes on a map. *Maths link*  Can follow and give compass directions to navigate around a familiar short route when finding sandstone buildings. *Science link – rocks (Sandstone trail? Delete if n/a)*  Can then draw a simple map of the familiar short route using OS symbols and a key.  Can begin to use OS maps and 4 figure grid references to locate cities fighting plastic pollution on a UK map.  Can begin to use OS maps and pinpoint contour lines to identify shape and height of a landmark, hills, mountains, hillforts.  Can use aerial maps/photographs and satellite images to recognise landmarks and human and physical features.  **Fieldwork**  Can compare findings between two local areas.  Can identify and draw the human and physical features of different locations including copper in the local area (Llandudno) and draw a detailed sketch map with labels.  *(copper mine – field trip)*  Can use a camera, film or audio to record specific data when investigating local sustainability and conducting surveys.  Can identify some topographical features - hills, mountains, rivers and canals  Can measure using a guided tally and standard units. |
| **Year 4** | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.  Locate Africa on a world map - Kenya.  *Build on from NW, UK y2/3.*  Locate Antarctica on a world map  Identify their human and physical characteristics, key topographical features (including hills, mountains and rivers).  Rivers - Africa  Amazon Rainforest  Locate North, Central and South America, concentrating on an environmental region in Central or South America. Focusing on key physical and human characteristics, countries, and major cities. | Understand geographical similarities and differences through the study of human and physical geography of a region in South America.  **Amazon rainforest**  **Physical Geography of the area** | **Describe and understand key aspects of**  **Physical geography:**  Water cycle (*science link)*  Rivers (Amazon)  Amazon rainforest  **Human geography:**  Types of settlement and land use, economic activity including trade links, the distribution of natural resources including food and water in the Amazon rainforest. | Can use a growing range of other maps, aerial maps/ photographs and satellite images.  Can use the above to identify changes to land use over time – for example the River Nile in Egypt.  Can begi n using the eight-point compass directions.  Can follow and **give** compass directions to navigate around a familiar short route more confidently as local area explorers.  Can draw a more detailed map of the short route using OS symbols and a key. *Link to residential*  Can confidently use an OS map and four-figure grid references to locate features as local area geographers. *Link to residential*  Can identify the position and significance of latitude and longitude, Equator, NS hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.  Can explain that time zones are divided by imaginary lines called meridians that run from the North Pole to South Pole.  **Fieldwork**  Can compare findings between different areas studied. ***Residential***  Can use a camera, film or audio to record specific data. ***Trip to Liverpool***  Can annotate a base map with information.  Can devise and ask questions using geographical vocabulary and can recognise that people may think differently. ***Link to evidence in museum (ongoing too)***  Can measure more accurately using a tally and standard units such as minutes or metres. (*science link)* |
| **Year 5** | Locate Asia and the world’s countries already studied on a map, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (ongoing)  Thailand, Vietnam, Indonesia, Malaysia  Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).  Locate Asia alongside countries previously studied.  Locate hotspots of illegal wildlife trade around the world.  Identify the 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. | Russia | **Describe and understand key aspects of**  **Physical geography:**  volcanoes  earthquakes  mountains  Introduce climate zones  Locate the world’s climate zones.  **Human geography:**  Types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.  Why do people **still** choose to live near a volcano? | Can use a range of maps, aerial maps/ photographs and satellite images.  Can use digital mapping to identify changes in a range of smaller and larger areas of land over time.  Can use the eight-point compass directions to locate countries and/or states.  Can follow and give compass directions to build knowledge of the UK and wider world.  Can draw a more detailed map of a short route around the local area using a range of OS symbols and a key.  Can use an OS map and begin to use six-figure grid references to locate human and physical features in the local area.  Use an OS map to identify geographical/topographical features in a local area.  Use an OS map to pinpoint contour lines to identify shape and height of a local area and the surrounding areas.  **Fieldwork**  Can make clearly explained links between observations.  Can draw a sketch map with relatively sized features and annotations showing human and physical features.  Can devise and ask questions using geographical vocabulary, express own opinions and recognise why others may think differently.  Can measure and record data in a range of ways during an investigation. |
| **Year 6** | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Locate countries most affected by climate change   1. Japan (**case study**) 2. Philippines 3. Germany 4. Madagascar 5. India 6. Sri Lanka 7. Kenya   Name and locate major cities of the United Kingdom.  Name and locate the counties **around London** and the **South East** geographical region, 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.   * **BEDZED** | Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – North France.  *Normandy*  *Hauts de France (Dunkirk)* | **Describe and understand key aspects of**  **Physical geography:**  Revise climate zones  biomes   * Rainforests * Deserts * Savannah * Woodlands * Grasslands * Tundra   **Describe and understand key aspects of human geography:**  the distribution of natural resources including energy, food, minerals and water   * **UK cities were bombed due to their population density, resources, ports, weapons** * **Iceland (sustainable city – Reykjavik)**   **Identify the human causes of climate change**  Oil and gas, deforestation, waste, power plants, oil drilling, transport and vehicles, farming, consumerism, industrialization, overfishing  **Explain the impacts of climate change**   * Rise in sea levels * Extinction of animals and destruction of their habitats * Extreme weather – flooding, tsunamis | Can use digital mapping to identify changes in a range of smaller and larger areas of land over time locally and nationally.  Can draw a range of maps, sketches plans and routes with accurate OS symbols, a key and to scale.  Can use an OS map and six-figure grid references to locate human and physical features on a local area.  Use an OS map to pinpoint contour lines to identify shape and height of features in some UK geographical regions  Can use a map, OS map or digital map to locate **some UK** geographical regions and their topographical features: cities, rivers, hills, mountains.  Can use thematic maps to show a theme connected with a specific geographic area.  **Fieldwork**  Can make clearly explained links between observations or changes locally and the wider world.  Can measure and record data in a range of ways during an investigation. ***Conway*** |