

Excalibur School

Overview of End Points in Geography

	KS1		LKS2	UKS2
	Year 1	Year 2		
Locational knowledge (worldwide)	<ul style="list-style-type: none"> • Locating two of the world's seven continents on a world map. • Locating two of the world's five oceans on a world map. • Showing on a map which continent they live in 	<ul style="list-style-type: none"> • Locating all of the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in 	<ul style="list-style-type: none"> • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position and significance of both the Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.

Locational knowledge (UK)	<ul style="list-style-type: none"> • Locating the four countries of the UK on a map of this area. • Showing on a map which country they live in and locating its capital city 	<ul style="list-style-type: none"> • Locating the surrounding seas and oceans of the UK on a map of this area • Locating the four countries of the UK and their capital cities on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK. • Showing on a map the city, town or village where they live in relation to their capital city. 	<ul style="list-style-type: none"> • Locating some counties in the UK (local to Alsager). • Locating some cities in the UK (local to Alsager). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of geographical regions of the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how locality has changed over time, giving examples of both physical and human features. 	<ul style="list-style-type: none"> • Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of geographical regions of the UK. • Understanding how land-use has changed over time using examples. • Explaining why locality has changed over time, giving examples of both physical and human features.
Place knowledge	<ul style="list-style-type: none"> • Naming some key similarities and differences between their local area and a small area of a contrasting non-European country. 	<ul style="list-style-type: none"> • Describing and beginning to explain some key similarities and differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place. 	<ul style="list-style-type: none"> • Describing and beginning to explain similarities and differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Comparing the climate in a studied region of the UK with that of a region of Europe and discussing how both climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. 	<ul style="list-style-type: none"> • Describing and explaining similarities and differences between two regions studied. • Explaining how and why humans have responded in different ways to their local environments. • Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in hot places. • Using maps to explore wider global trading routes.

Human and Physical Geography	<ul style="list-style-type: none"> • Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather'. • Recognising some physical features of their locality. • Recognising some human features in their locality. 	<ul style="list-style-type: none"> • Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South Poles. • Describing the key physical features of a coast using subject specific vocabulary • Describing and understanding the differences between a city, town and village. • Describing the key human features of a coastal town using subject specific vocabulary 	<ul style="list-style-type: none"> • Mapping and labelling the seven biomes on a world map. • Understanding how biomes are changing in relation to climate. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples. 	<ul style="list-style-type: none"> • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. • Describing and understanding economic activity including trade links. • Suggesting reasons why the global population has grown significantly in the last 70years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.
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Geographical skills and fieldwork	<ul style="list-style-type: none"> • Using an atlas to locate the UK • Using a map of the UK to locate the four countries • Beginning to use an atlas to locate the four capital cities of the UK • Using a world map and globe to locate two continents • Using an atlas to locate the Atlantic Ocean and Pacific Ocean • Using directional language to describe the location of objects in the classroom and playground • Using directional language to describe features on a map in relation to other features • Responding to instructions using directional language • Beginning to use the 4 compass points to describe the location of features on a map • Recognising local landmarks on aerial photographs • Recognising basic human and physical features on aerial photographs 	<ul style="list-style-type: none"> • Recognise why maps need a title • Using an atlas to locate the four capital cities of the UK • Using a world map, atlas and globe to locate the seven continents • Using a world map, atlas and globe to locate the five oceans • Using locational language and 4 compass points to describe the location of features on a map • Using locational language and 4 compass points to describe the route on a map • Using locational language and 4 compass points to plan a route in the playground or school grounds • Using a map to follow a prepared route • Recognising landmarks of a city studied on aerial photographs and plan perspectives • Recognising physical and human features on aerial photographs and plan perspectives • Drawing a map and using class agreed symbols to make a simple key • Drawing a simple sketch map of the playground or school grounds using symbols to 	<ul style="list-style-type: none"> • Beginning to use maps at more than one scale. • Use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied along with physical and human features. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index • Zooming in and out of a digital map • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately use 4-figure grid references. • Beginning to give instructions using the 8 points of a compass. • Using a simple key on their own map to show an example of both human and physical features • Following a route on a map with some accuracy • Saying which directions are N,S,E,W on an OS map • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied 	<ul style="list-style-type: none"> • Confidently using and understanding maps at more than one scale. • Use atlases, maps, globes, satellite images and digital mapping to locate countries studied along with physical and human features. • Identifying, analysing and asking questions about distributions and relationships between features using maps. • Using the scale bar on a map to calculate distances • Recognising an increasing range of OS symbols on maps and locating features using 6-figure grid references. • Recognising when it is most appropriate to use different types of maps. • Beginning to use thematic maps to recognise and describe human and physical features studied • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied • Accurately using 4 and 6 figure grid references to locate features on a map in regions studied • Confidently locating features using the 8 points of a compass • Following a short pre-prepared route on an OS map. • Identifying the 8 compass points on an OS map • Planning a journey to another part of the world using 6-figure grid references and the 8 points of a compass.
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