

## Year Group End Points

By the end of...	Children should know ...	Children should be able to...
YR	<p>basic vocabulary to describe places within their experience, eg library, farm and church; names of major land marks of London, world oceans and features of Diwali and Chinese New Year.</p>	<p>locate the sea and the land on a world map and some countries; make messy maps and draw landmarks; describe similarities and differences between places they have visited using appropriate vocabulary eg Owley and Thorn Woods; describe different weather eg snow, wind and rain; explore the properties of sand water and soil through play.</p>
Y1	<p>about weather and the climate in UK, including seasonal change; how people adapt to different weather (e.g. by dressing differently on cold, hot, wet or windy days); the names and locations of the world's continents and oceans; where the world's main hot and cold regions are and the Equator and poles; some information about what each of the hot and cold regions are like. Eg Antarctica.</p>	<p>observe, talk about and make a basic record of changes in the weather and seasons, including creating a simple weather chart; measure and record weather; use globes and atlases – and annotate maps – to identify continents and oceans; use globes and atlases – and annotate maps – to identify the world's hot and cold regions; make use of four compass points when describing locations; represent school using birds eye view plans; draw a story map; plot their route to school; say where they live in the world – continent, country, town, village</p>

<p><b>Y2</b></p>	<p>the location and features of Mugurameno, comparing and contrasting it with their local area;  the location of Zambia within the African continent and the approximate location of Mugurameno within Zambia;  how their location within hot and cold regions might affect everyday life differently in the UK and Zambia;  the main countries and features of the UK, including their locations and related key vocabulary;  the location of their local area (including where it is within the UK and type of settlement);  the main features of their local area- urban or rural.</p>	<p>use globes and atlases – and annotate maps – to identify the location of the UK, Europe, Zambia and Africa;  look at photographs of Mugurameno, discussing and asking questions about its main features and comparing these with their local area;  use appropriate vocabulary when describing Mugurameno and comparing it with their local area;  annotate a simple map of the UK with some of its key features, including the location of its countries and capital cities;  use appropriate vocabulary when describing the principal features of UK and those in local area;  look at simple maps and aerial views of the local area, discussing its main features and how symbols have been used;  work together to create a simple map of the local area;  identify the main features of Weaverham for photographs taken on field trip.  use a compass to find NSEW on playground.</p>
<p><b>Y3</b></p>	<p>the main features of coasts, including erosion and tides;  jobs and entertainment in coastal villages towns and cities;  the names and locations of the 7 summits;  the main features and types of mountains;  how some people have adapted to life in mountainous areas (e.g. how these landscapes are used by people and affected by human activity- Alps);  distinct physical features and purposes of Arctic circle and Antarctica;  the key elements and features of a river and of the water cycle.</p>	<p>locate on UK map some counties and regions in England and UKs surrounding seas; field trip to Thurstaston Beach-Dee estuary;  use maps to locate 7 summits and UK’s highest peaks;  use geographical vocabulary when describing mountains and ranges;  locate Arctic and Antarctic regions and describe pattern of night and day;  interpret and explain key information on rivers;  use globes, atlases and maps to locate significant global and local rivers;  use appropriate geographical vocabulary when describing the water cycle, rivers and river features;  field trip to River Weaver- tributaries and main channel in Owley wood;  use computer mapping;  learn 8 cardinal points and alpha-numeric coordinates;  use symbols in a sketch map;</p>

<p><b>Y4</b></p>	<p>the location and some capital cities and regions of Europe;  ways in which the location and distinctive features of Greece compare and contrast with other places studied;  the names and locations of the world's principal volcanoes and areas at risk from earthquakes;  the structure of the Earth, including what happens at plate boundaries;  the main features, causes and effects of volcanoes and earthquakes;  how people can respond to a natural disaster, such as an earthquake.  the key elements of a rainforest biome- Amazon;  the main location of the world's rainforests.</p>	<p>confidently use globes, maps and atlases to locate Europe, Mediterranean region and Greece  use and apply geographical vocabulary confidently and in context, conveying a distinctive sense of place when describing the location and distinctive features of Greece.  use maps and atlases to locate places with significant volcanoes and where significant earthquakes have occurred (e.g. the Pacific 'Ring of Fire');  use atlas index and contents page and satellite images;  use geographical vocabulary, including some technical terms, when describing the Earth's structure and the features of volcanoes and earthquakes;  use globes, atlases and maps to identify the location and distribution of rainforests;  use appropriate geographical vocabulary when describing rainforest including their location;  Use OS map symbols and 4- figure grid references and analyse evidence between photos, maps and pictures within context of local area study of salt.</p>
<p><b>Y5</b></p>	<p>the location, countries, major cities and main human and physical features of North America eg Great Lakes and New York;  location and names of major towns and cities in UK;  the location of Weaverham and it's surrounding towns and cities;  ways in which human processes, such as land use, economy and industry operate within their local area- Weaverham and Northwest region;  ways in which the landscape of Northwest region is used by people and affected by human activity eg</p>	<p>use globes, atlases and maps to identify the main human and physical features of North America;  find places on maps of different scales;  use appropriate vocabulary when describing North America, including place locations and map features;  research a region of North America and draw a thematic map based on own data;  use fieldwork to collect data about land use- services and shops in the local area and how it meets people's needs;  use and annotate Ordnance Survey maps, including the use of 4- figure grid references, 8 cardinal points and map symbols;  compare historical maps with photographs;</p>

	<p>canals, Lake District, renewable and non renewable energy; ways in which the location and distinctive features of Northwest region compare and contrast with those of other places studied;</p>	<p>interpret a broad range of maps of the local region and independently apply this information to their understanding of it; interpret a range of maps of the UK and apply this information to their understanding of North west region; draw a thematic map based on their own research of an aspect; use geographical vocabulary when describing key information about North West.</p>
Y6	<p>where the world's main climate zones are (building on their prior understanding of hot and cold regions); how different climate zones affect the landscape, natural environment and human beings; how time zones work; the location, countries and main human and physical features of South America; the key elements of the Galapagos islands and how this contrasts with other biomes; London's main industries: services, business and tourism; how the green belt around London protects surrounding countryside from over development; OR Veneto's main industries: tourism, agriculture, wine; that Venice is Veneto's capital and the development of its tourism- It's canals and carnival culture make it a very popular place to visit.</p>	<p>use globes and atlases to identify climate zones and understand time zones; use appropriate vocabulary when describing climate zones and map features (e.g. the Equator, the tropics, the world's hemispheres). use globes, atlases and maps to identify the main human and physical features of South America; use globes, atlases and maps to identify the location of Galapagos Islands; use appropriate geographical vocabulary when describing Galapagos Islands, including their location; use 6-figure grid references, measure distances and follow a short route; make heat maps; compare data eg rainfall, temperature; locate London on a variety of maps and identify key features- River Thames, famous land marks and developments eg London Array off shore wind farm; OR locate Veneto on a variety of maps and identify key features- Adriatic coast, Dolomite mountains, Lake Garda, River Po The place of study will be determined by the field trip which is able to take place.</p>