

# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

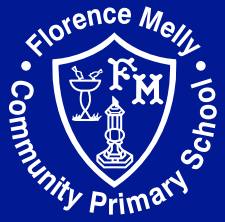
## GEOGRAPHY CUMULATIVE END GOALS – KS1

IF YOU CAN DREAM IT, YOU CAN DO IT!



### Geography Cumulative End Goals - End of Key Stage 1

Year Group and Topics		LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 1	Continents, oceans, countries and capital cities of UK and seas	<p><b>Pupils develop an understanding of the concept of LOCATION through:</b></p> <p>naming and locating the world's seven continents and five oceans (Y1).</p> <p>naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1).</p> <p>identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1).</p>	<p><b>Pupils develop an understanding of the concept of PLACE through:</b></p> <p>knowing where England and London are located (Y2).</p> <p>knowing and explaining the main human and physical features of London (Y2).</p> <p>knowing and explaining where Kenya and Nairobi are located (Y2).</p> <p>knowing and explaining the main human and physical features of Nairobi (Y2).</p> <p>knowing and explaining the similarities and differences of these two places (Y2)</p>	<p><b>Pupils develop an understanding of the concept of HUMAN AND PHYSICAL GEOGRAPHY through:</b></p> <p>knowing and explaining seasonal and daily weather patterns (Y1).</p> <p>locating the Equator, North and South Poles (Y1).</p> <p>locating and name hot and cold places in the world (Y1).</p> <p>using geographical vocabulary to refer to physical features: (Y1/2): <i>beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal.</i></p> <p>using geographical vocabulary to refer to human features: (Y1/2): <i>city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum</i></p>	<p><b>Pupils develop an understanding of the concept of GEOGRAPHICAL SKILLS AND FIELDWORK through:</b></p> <p>using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2).</p> <p>knowing and using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (Y1/2).</p> <p>using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2).</p> <p>making a simple map using basic symbols in a key (Y1/2).</p> <p>knowing and explaining larger and smaller scale maps, including OS maps (Y2).</p> <p>using 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 (Y1/2)</p>
	Hot and cold locations				
	Local area map work skills				
Year 2	Study human and physical geography in the local area	<p>knowing and naming the oceans and seas surrounding the United Kingdom (Y1).</p> <p>identifying and locating the location of a non- European countries (Y2).</p>			
	Comparison of a non-European location with small area of UK (London and Nairobi)	<p>identifying and locating their school and locality (Y2)</p>			
	Local area map work skills and introduction to scale				
	Compare an alternative non-European locality (Yanomami - village in a rainforest)				



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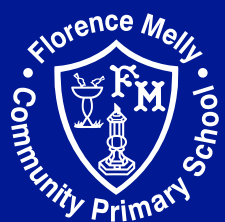
## GEOGRAPHY CUMULATIVE END GOALS – LKS2

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### Geography Cumulative End Goals - End of Lower Key Stage 2

Year Group and Topics		LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 3	Local area study	<p><b>Pupils develop an understanding of the concept of LOCATION through:</b></p> <p>locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4).</p> <p>knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4).</p> <p>naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3).</p>	<p><b>Pupils develop an understanding of the concept of PLACE through:</b></p> <p>explaining what regions, counties and cities are like in the United Kingdom (Y3).</p> <p>explaining the similarities and differences between places across the world (Y3/4).</p> <p>knowing and explaining about places that are built around rivers (Y4).</p> <p>knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4).</p>	<p><b>Pupils develop an understanding of the concept of HUMAN AND PHYSICAL GEOGRAPHY through:</b></p> <p>knowing and describing key physical geography features: <i>topography, climate zones, vegetation belts, mountains, rivers, and the water cycle</i> (Y3/4).</p> <p>knowing and describing key human geography features: <i>region, county, capital city, city, settlement, recreation, harbour</i> (Y3/4).</p> <p>knowing and explaining how places are shaped by human and physical features.</p> <p>knowing and explaining how physical features shape a place and the reason that human features are there.</p>	<p><b>Pupils develop an understanding of the concept of GEOGRAPHICAL SKILLS AND FIELDWORK through:</b></p> <p>making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4).</p> <p>skilfully using 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 (Y3/4).</p> <p>using 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, such as Digimap for Schools. (Y3/4).</p>
	UK study				
	Revisit countries, counties and regions of the United Kingdom				
	OS maps and scale				
Year 4	Rivers	<p>identifying land-use patterns and know how some of these aspects have changed over time (Y3).</p>			
	Latitude and longitude	<p>identify and explain 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) (Y4)</p>			
	Revisit rivers				
	Map skills - environmental regions of Europe, Russia, North and South America	<p>knowing about significant individuals, such as Wladimir Köppen who first identified major climate types (Y4)</p>			



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## GEOGRAPHY CUMULATIVE END GOALS – UKS2

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#### Geography Cumulative End Goals - End of Upper Key Stage 2

Year Group and Topics		LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 5	World cities, biomes and environmental regions	<p><b>Pupils develop an understanding of the concept of LOCATION through:</b></p> <p>knowing and locating countries and cities of the world (Y5/6).</p> <p>identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5).</p> <p>knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6).</p>	<p><b>Pupils develop an understanding of the concept of PLACE through:</b></p> <p>knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6).</p> <p>knowing and explaining that places are shaped by their location, physical and human features (Y5/6).</p> <p>knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6).</p>	<p><b>Pupils develop an understanding of the concept of HUMAN AND PHYSICAL GEOGRAPHY through:</b></p> <p>knowing and describing key physical geography features and processes: <i>climate zones, vegetation belts, earthquakes, mountains and volcanoes</i> (Y5/6).</p> <p>knowing and describing key human geography features: <i>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> (Y5/6).</p>	<p><b>Pupils develop an understanding of the concept of GEOGRAPHICAL SKILLS AND FIELDWORK through:</b></p> <p>using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6).</p> <p>using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6).</p> <p>using 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, such as Digimap for Schools. (Y5/6).</p>
	Four and Six Figure Grid References				
	Revisit world cities, biomes and environmental regions				
	Ordnance Survey (OS) map skills and fieldwork				
Year 6	Physical processes - Earthquakes, mountains and volcanoes				
	Human and physical geography: economic, settlement and trade links				
	Comparison study of North America, Europe and UK				
	Orienteering: map and fieldwork skills				