Catton Grove Primary School

Geography End Points

Year 1		
Unit of Work	**NC Expectations:**	**Unit End Points:**
Our school	Children at the expected standard will: • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the school and the grounds. • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the school grounds.	Children can: • use locational language to understand the geography of the classroom • interpret outline plans • begin to retrieve information from a map • use symbols to identify features • begin to differentiate between maps and plans
Norwich	Children at the expected standard will: • 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.	Children can: • explain what a postcode is used for • write their own address • understand how a letter gets from one place to another • use a series of maps to find local locations and give directions • recognise local physical and human features
Norfolk	Children at the expected standard will: • 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. • use basic geographical vocabulary. • use simple compass directions, locational and directional language, features and routes on a map, and aerial photographs.	Children can: • locate the continents and oceans, UK and Norfolk and Norwich • describe characteristics of the county • use some physical geographical terms to describe Norwich • name the human features of Norwich • understand terms such as tourism, holiday, location • recognise the cardinal points of the compass • use directional and locational language on routes • use aerial photographs and begin to differentiate between maps and plans

Year 2		
Unit of Work	**NC Expectations:**	**Unit End Points:**
London	Children at the expected standard will: • name and locate the world's seven continents and five oceans. • understand geographical similarities and differences through studying the human and physical geography of London. • use basic geographical vocabulary. • use simple compass directions, locational and directional language, features and routes on a map and aerial photographs.	Children can: • locate the countries that make up the UK and their capital cities • use physical geographical terms to describe London • name the human features of London • understand the terms tourism, commuter • recognise the cardinal points of the compass • use directional and locational language on routes • use aerial photographs • begin to differentiate between maps and plans
Serrekunda	Children at the expected standard will: • 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. • use basic geographical vocabulary. • use simple compass directions, locational and directional language, features and routes on a map and aerial photographs.	Children can: • locate Africa, The Gambia and Serrekunda using a maps and atlases • recall the oceans and continents, understanding the difference between a continent and a country • begin to appreciate the distance between home and The Gambia • use physical geographical terms to describe the landscape • name the human features of Serrekunda and The Gambia • explain commonalities between the home locality and Serrekunda • use directional and locational language • understand how to follow a route , symbols and a key • differentiate between maps, plans and photographs
Weston-super-Mare	Children at the expected standard will: • 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 a non-European country. • use basic geographical vocabulary. • use simple compass directions, locational and directional language, features and routes on a map and aerial photographs.	Children can: • locate the continents and oceans, UK, Somerset and Weston-super-Mare • describe characteristics of the county • use some physical geographical terms to describe the seaside locality • name the human features of Weston-super-Mare • understand terms such as tourism, holiday location, and vocabulary associated with a seaside locality • recognise the cardinal points of the compass • use directional and locational language on routes • use aerial photographs • begin to differentiate between maps and plans

Year 3		
Unit of Work	**NC Expectations:**	**Unit End Points:**
South Wales	Children at the expected standard will: • name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics. • understand geographical similarities and differences through the study of human and physical geography of a region of the UK. • describe and understand key aspects of physical and human geography including mountains, rivers, settlement land use and economic activity.	Children can: • locate the UK and the South Wales region using maps and atlases • understand the term region • describe how South Wales has changed over time • identify aspects of the physical landscape • understand the changing importance of the mining industry • understand how to locate mountain ranges using OS maps • explain the value and purpose of National Parks • use grid references and compass directions • understand how Cardiff Bay has been redeveloped
The United Kingdom	Children at the expected standard will: • be competent in geographical skills, have an understanding of locational knowledge and have encountered human and physical locational differences.	Children can • locate the Northern and Southern Hemisphere. • locate the equator • use a globe to understand the location of the Arctic and Antarctic circles • understand latitude and longitude using globes • locate the Tropics of Cancer and Capricorn. • understand different time zones • name the continents • understand what countries make up the United Kingdom and Great Britain
River Study	Children at the expected standard will: • describe key aspects of physical geography, including rivers and the water cycle. • use fieldwork to observe, measure, record and present the human and physical features in the local area.	Children can: • follow the course of a local river from mouth to source • understand basic river terminology and the water cycle • follow a map to the river to be studied • identify features in the field • record, analyse data and observations using the appropriate method • write and communicate geographically

Year 4		
Unit of Work	**NC Expectations:**	**Unit End Points:**
Athens and Central Greece	Children at the expected standard will: • understand geographical similarities and differences through the study of human and physical geography of a region in a European country. • describe and understand key aspects of physical and human geography including mountains, types of settlement and land use and economic activity including trade links and tourism.	Children can: • locate Athens and Central Greece on a map • locate and label and describe the region, main settlements and physical features • label a section through the Acropolis and explain superposition • describe a major tourist location, explaining the advantages and disadvantages of tourism whilst explaining how the region affects the nature of its jobs
Naples and Campania	Children at the expected standard will: • understand geographical similarities and differences through the study of human and physical geography of a region in a European country. • describe and understand key aspects of physical and human geography including volcanoes, earthquakes, types of settlement and land use and economic activity.	Children can: • locate and label Italy and the region of Campania on a map • understand the term region • describe the physical features of the region • explain what a volcano is and why they erupt • describe where and what happens when an earthquake occurs • explain what happened in AD 79 to Pompeii and Herculaneum • describe the human features of the region • understand the importance, benefits and disadvantages of tourism
The Norfolk Broads	Children at the expected standard will: • 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.	Children can: • begin to see how the local area and The Broads are positioned within the region • use OS maps and follow a route • make, record and analyse field data and observations • draw and label a field sketch • understand that places have changed over time • present information geographically • understand the need to conserve the natural landscape • make and record geographical observations about shopping and retail in the local area • draw and label a field sketch and collect and analyse data collected • understand the changing needs of both local people and tourists

Year 5		
Unit of Work	**NC Expectations:**	**Unit End Points:**
The Amazon Basin	Children at the expected standard will: • understand geographical similarities and differences through the study of human and physical geography of a region within N and S America. • describe and understand the physical and human geography including climate zones, biomes vegetation belts, rivers, the water cycle and settlement.	Children can: • locate North and South America and the Amazon Basin region • understand the term region • name the characteristics of The Amazon Basin in terms of weather and climate • understand the structure of the equatorial rainforest • understand how animals interact with plants to sustain the rainforest • describe the water cycle • appreciate the size and complexity of the River Amazon • understand how some people make a living and live in The Amazon Basin
East Anglia	Children at the expected standard will: • understand geographical similarities and differences through the study of human and physical geography of a region of the UK. • describe and understand key aspects of physical and human geography including, types of settlement and land use and economic activity.	Children can: • locate the UK and the East Anglia region using maps • understand the term region • begin to know the characteristics of the region in terms of weather and climate • identify the physical landscape and features of East Anglia • name the human features of East Anglia • explain the region in terms of jobs and human activities • use the terms erosion, transportation and deposition • understand how waves aid coastal change over time • identify the location of wind farms on the East Anglian coast and understand how electricity is generated by these farms
Coastlines	Children at the expected standard will: • 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	Children can: • understand basic coastal terminology, vocabulary and the water cycle • follow a map to the coastal area to be studied • identify features in the field • record, analyse data and observations using the appropriate method and equipment • use field sketches • write and communicate geographically

Year 6		
Unit of Work	**NC Expectations:**	**Unit End Points:**
Geographical Information Systems (GIS)	Children at the expected standard will: • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).	Children can: • understand how GIS and digital technologies are used in the decision making process in planning issues • use case studies to explore situations where GIS is used
California	Children at the expected standard will: • understand geographical similarities and differences through the study of human and physical geography of a region within N and S America • describe and understand key aspects of physical and human geography including volcanoes, earthquakes, types of settlement and land use and economic activity	Children can: • locate North America and California using maps and atlases • understand the term region and describe environmental regions • describe the region in terms of weather and climate • use physical terms to describe the California region • understand how water supply has an impact on agriculture • discuss California's agricultural links • identify human characteristics of San Francisco and Los Angeles • understand the distribution and impact of volcanoes and earthquakes in California
Brazil	Children at the expected standard will: • 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).	Children can: • name and locate the countries and cities of Brazil. • identify seasonal and daily weather patterns in Brazil, the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use geographical vocabulary to refer to key physical and human features. • name and locate climate zones, biomes and vegetation belts • understand the distribution of energy and minerals.