



Geography End of Year Expectations

Nursery

Taken from the **Early learning goal:**

- Describe immediate environment (school grounds, playground, streets) using observational skills, noticing man-made and physical features.
- Use globes, maps, photographs to talk about places they have seen and to become aware of there being lots of places in the world.
- To understand the world has lots of places.
- Begin to explain similarities and differences between this country and another country and begin to understand the need to take care for the world.

Reception

Taken from the **Early learning goal:**

- Name and discuss human and physical features of an environment, including houses, shops, parks, buildings.
- Use photographs and maps to describe the environment.
- Take photographs and draw simple maps during fieldwork.
- Make and use simple maps to represent their journeys.
- Discuss and describe why places can be important to others (location, buildings)
- Identify the UK on a globe and map.
- Explain and discuss some similarities and differences between this country and another country, discussing weather, climate, oceans, seas etc.

Year 1

Location:

Name and locate the world's seven continents and five oceans on a map.

Name, locate the four countries and capital cities of the UK on a map, atlas or globe.

Place knowledge:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Human and physical:

Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.



Geographical and fieldwork skills :

Investigate places using:

- World maps, atlases, globes and aerial photographs to identify the UK and its countries, as well as the countries, continents and oceans, and human and physical features.
- Simple compass directions (North, South, East and West) and language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Observational skills to study the geography of their school and its grounds.

Year 2

Location:

Name and locate seas surrounding the UK, as well as seas, the five oceans and the seven continents around the world on a world map or globe.

Identify the characteristics of the four countries and the major cities of the UK.

Place knowledge:

Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.

Human and physical:

Use geographical vocabulary to describe:

- How and why people use a range of human features
- The size, location and position of physical features

Describe simple weather patterns of hot and cold, and locate the North and South poles on a world map or globe.

Geographical and fieldwork skills:

Describe:

- Location of features using simple compass directions
- Features and characteristics of the land using aerial photographs
- Properties of natural and man-made materials
- How human behaviour can be beneficial to local and global environments

Collect and organise simple data in charts and tables.

Ask and answer simple geographical questions.

Year 3

Location:

Name, locate and describe major counties and cities in the UK, and Europe (including Russia) on a world map.



Locate places using latitude and longitude.

Name and locate significant volcanoes and plate boundaries and explain their importance.

Place knowledge:

Classify, compare and contrast different types of geographical features.

Human and physical:

Describe:

- How a landscape has changed over time
- How plate tectonics change the Earth's surface
- The different types of rocks and their appearances
- Parts of a volcano or earthquake
- The Earth's four layers
- The types and purposes of different buildings, monuments, land use
- The meaning of 'carbon footprint'

Explain:

- How the weather can effect urban and rural environment and ways to protect it.

Geographical and fieldwork skills:

Analyse:

- Maps, globes, atlases, digital mapping to locate countries and features.
- Primary data and identifying any patterns.

Use:

- 4-figure grid references
- 8 points of compass

Year 4

Location:

Name, locate and explain major cities of North, Central and South America using an atlas or globe.

Name, locate and explain the importance of significant mountains or rivers and use this to create a detailed study of geographical features of the UK.

Identify the topography of an area in the UK using contour lines on a map and the Tropics of Cancer and Capricorn on a world map.

Place knowledge:

Describe and compare aspects of physical features.

Human and physical:



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Describe and explain:

- The transportation of materials by rivers
- The different types of soil
- The formation of different mountain types and altitudinal zonation on them
- Climatic variations of a country or continent
- Where a range of human features are located and how they are interconnected
- How settlements, land use or water systems are used in the UK and other parts of the world
- How natural resources can be harnessed to create sustainable energy
- The water cycle by using diagrams and specific vocabulary

Geographical and fieldwork skills:

Analyse:

- Different types of data and identify and analyse patterns and suggest reasons for them.

Identify:

- Elevated areas, depressions and river basins on a relief map

Use:

- 8 points of a compass, 4 or 6 figure grid references or keys/symbols to locate places, features, objects on a map.

Year 5

Location:

Name, locate and describe major world cities and describe their relative location and geographical features.

Identify the problems of farming in developing countries and explain ways in which they can be supported.

Identify the location and explain the function of Prime (Greenwich) Meridian and the different time zones.

Place knowledge:

Identify and describe the similarities and differences in physical and human geography between continents.

Human and physical:

Describe, explain and identify:

- Different types of agricultural land use in the UK
- The use and location of transport networks across the UK and the world



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- How climate, soil fertility and drainage affects land use and how the topography of the land helps decide locations, focusing on North and South America
- Ways that products are produced and how they could be improved
- Physical and environmental features of North and South America and reasons
- Common characteristics between the world's biomes, climate zones and vegetation belts, and also able to name and locate them

Geographical and fieldwork skills:

Use, compare, analyse and summarise:

- Places using aerial photographs, maps, atlases
- Geographical data and draw conclusions
- Compass points, scales, grid references including an OS map and with accuracy.

Year 6

Location:

Name, locate and explain the distribution of industrial, farming and exporting regions around the world.

Describe the patterns of human growth, movement, activities, space, land use and settlements of an area in the UK or the wider world.

Identify and explain latitude, longitude, equator, North Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circles, and time zones.

Place knowledge:

Describe the climatic similarities and differences between two regions.

Human and physical:

Describe, explain and compare:

- How climate change affects climate zones and biomes across the world and how they physical process such as weathering can affect different locations.
- Physical features of polar landscapes and how the presence of ices makes the polar oceans different to other oceans
- The distribution of natural resources in an area or country and how humans function in the place they live
- The significance of human-environment relationship and how important it is to protect natural resources

Geographical and fieldwork skills:

Use and analyse:



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- Satellite imaging, maps, globes, scales, grid references, latitude and longitude, contour lines, symbols to gather geographical information of different places
- Complex data from different sources and present information, explaining why data may vary