Adlington Primary School



Geography

End Points Curriculum Plan

This end points curriculum plan is designed to show the knowledge that will be covered in Geography at Adlington Primary School. The curriculum combines both the conceptual and procedural knowledge within Geography.
Information on the organisation and delivery of Geography can be found in the Geography Progression.

At Adlington Primary School we want all of our children to develop the following characteristics of a geographer during their time with us:

*An excellent knowledge of where places are and what they are like.

- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Geography End Points Curriculum Plan

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To investigate places	**Understanding the World** **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise	Have begun to develop a framework of world locational knowledge, including places in the local area, the UK and wider world, and some globally significant physical and human features. • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying

		landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's seven continents and five oceans.	Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns	**ELG: The Natural World** Understand some important processes and changes in the natural world around them, including the seasons.	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They are becoming more adept at comparing places, and understand some reasons for differences and similarities. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries.

				• Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically		To be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple atlases, maps and globes, images and aerial photographs. Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	To be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as simple atlases, maps and globes, images and aerial photographs. They can express their opinions and recognise that others may think differently. Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Be able to carry out investigations using a range of geographical questions, skills, sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

		• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Geography Opportunities	
Key Stage 1	**Key Stage 2**
• Investigate the world's seven continents and five oceans. • Investigate the countries and capitals of the United Kingdom. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills.	• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

	• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.