

	Adve nt	End Points	Lent	End Points	Pen tec ost	End Points
EYFS	Understanding the world – People, culture and communities					
	<ul style="list-style-type: none"> ✓ Begin to describe their immediate environment using knowledge from observation and discussion as well as stories and non-fiction texts ✓ Begin to recognise some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 		<ul style="list-style-type: none"> ✓ Describe their immediate environment using knowledge from observation and discussion as well as stories and non-fiction texts as well as maps ✓ Recognise similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 		<ul style="list-style-type: none"> ✓ 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. ✓ Describe their immediate environment using knowledge from observation and discussion as well as stories and non-fiction texts as well as maps ✓ Recognise similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 	
Year 1	Immediate locality	Locational and place knowledge: <ul style="list-style-type: none"> ✓ Name and locate some places in their locality 	Hot and cold places	Locational and place knowledge: <ul style="list-style-type: none"> ✓ Name and locate some places in their locality, the UK and wider world. 	<i>Please see history plan</i>	
		Human and physical geography: <ul style="list-style-type: none"> ✓ Describe some places and features in local area using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. 		Human and physical geography: <ul style="list-style-type: none"> ✓ Describe some places and features in local area and the wider world using basic geographical vocabulary. ✓ Express their views on some features of their environment and the wider world e.g. what they do or do not like, how areas in their locality compare to those of the wider world. 		
		Geographical skills – enquiry and investigation: <ul style="list-style-type: none"> ✓ Begin to ask and answer simple geographical questions about their local area. 		Geographical skills – enquiry and investigation: <ul style="list-style-type: none"> ✓ Ask and answer simple geographical questions about the areas studied. ✓ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 		
		Geographical skills – fieldwork: <ul style="list-style-type: none"> ✓ Begin to observe and describe simple daily weather patterns. ✓ Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 		Geographical skills – fieldwork: <ul style="list-style-type: none"> ✓ Observe and describe simple daily weather patterns and compare weather across seasons and climates. ✓ Use simple fieldwork and observational skills when studying the geography of their local area, comparing it with other places in the world. 		
		Geographical skills – interpret a range of sources of geographical information: <ul style="list-style-type: none"> ✓ Begin to use a range of sources such as simple maps, globes, atlases and images. ✓ Begin to understand that symbols mean something on maps. 		Geographical skills – interpret a range of sources of geographical information: <ul style="list-style-type: none"> ✓ Use a range of sources such as simple maps, globes, atlases and images. ✓ Understand what some symbols on a map mean 		
		Geographical skills – communicate geographical information: <ul style="list-style-type: none"> ✓ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. ✓ Draw, speak or write about simple geographical concepts such as what they can see where. 		Geographical skills – communicate geographical information: <ul style="list-style-type: none"> ✓ Use maps and other images to talk about everyday life and the lives of people around the world 		
Year 2	<i>Please see history plan</i>		Study of non-EU country (Africa)	Locational and place knowledge: <ul style="list-style-type: none"> ✓ Name and locate significant places in their locality, the UK and wider world. 	<i>Please see history plan</i>	
	Human and physical geography: <ul style="list-style-type: none"> ✓ Describe places and features of Kenya and other contrasting places using simple geographical vocabulary. ✓ Make observations about features that give Kenya and contrasting places their character. 					
	Geographical skills – enquiry and investigation: <ul style="list-style-type: none"> ✓ Ask and answer simple geographical questions when investigating Kenya and contrasting places ✓ Describe similarities, differences and patterns e.g. comparing their lives with those of children in Kenya and their life in the UK. 					
	Geographical skills – fieldwork: <ul style="list-style-type: none"> ✓ Identify seasonal and daily weather patterns and compare them to those of African countries. ✓ Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 					

			<p>Geographical skills – interpret a range of sources of geographical information:</p> <ul style="list-style-type: none"> ✓ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes in their local area and contrasting areas. ✓ Use simple compass directions as well as locational and directional language when describing features and routes in their local area and contrasting areas. <p>Geographical skills – communicate geographical information:</p> <ul style="list-style-type: none"> ✓ Express views about the environment and can recognise how people sometimes affect the environment. ✓ Create their own simple maps and symbols. 	
Year 3	Please see history plan	Natural disasters	<p>Locational and place knowledge:</p> <ul style="list-style-type: none"> ✓ Name and locate a wider range of places in their locality, the UK and wider world. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ✓ Use geographical language to describe some aspects of human and physical features and patterns, in particular volcanoes. ✓ Make observations about places and features that change over time, especially after natural disasters occur. <p>Geographical skills – enquiry and investigation:</p> <ul style="list-style-type: none"> ✓ Ask and answer more searching geographical questions when investigating different places and environments and how natural disasters impact the earth. ✓ Identify similarities, differences and patterns when comparing places and features. <p>Geographical skills – fieldwork:</p> <ul style="list-style-type: none"> ✓ Observe, record, and name geographical features in their local environments. <p>Geographical skills – interpret a range of sources of geographical information:</p> <ul style="list-style-type: none"> ✓ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information about areas where natural disasters most commonly occur. ✓ Use the eight compass points and recognise some Ordnance Survey symbols on maps <p>Geographical skills – communicate geographical information:</p> <ul style="list-style-type: none"> ✓ Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively with regard to natural disaster and climate change. ✓ Communicate geographical information through a range of methods including the use of ICT. 	Please see history plan
Year 4	Please see history plan	Rivers and Mountains	<p>Locational and place knowledge:</p> <ul style="list-style-type: none"> ✓ Name and locate a wider range of mountain ranges and rivers in their locality, the UK and wider world including some globally significant features. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ✓ Use geographical language to identify and explain some aspects of human and physical features and patterns thinking carefully about the uses of mountains and rivers. ✓ Describe how features and places change and the links between people and environments e.g. why people live close to rivers and how rivers change the physical environment <p>Geographical skills – enquiry and investigation:</p> <ul style="list-style-type: none"> ✓ Ask and respond to more searching geographical questions including 'how?' and 'why?' ✓ Identify and describe similarities, differences and patterns when investigating different places, environments and people. <p>Geographical skills – fieldwork:</p> <ul style="list-style-type: none"> ✓ Observe, record, and explain physical and human features of the environment, including mountains and rivers. <p>Geographical skills – interpret a range of sources of geographical information:</p> <ul style="list-style-type: none"> ✓ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. ✓ Recognise Ordnance Survey symbols on maps and locate features such as mountains and rivers using four-figure grid references. 	Please see history plan

			<p>Geographical skills – communicate geographical information:</p> <ul style="list-style-type: none"> ✓ Express their opinions on environmental issues and recognise that other people may think differently. ✓ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. 	
Year 5	Please see history plan	Rainforests	<p>Locational and place knowledge: Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> ✓ Use geographical language to identify and explain key aspects of human and physical features and patterns of places that have rainforests as well as links and interactions between people, places and environments. ✓ Demonstrate understanding of how and why some features or places are similar or different and how and why they change, in particular how deforestation affects the physical environment. <p>Geographical skills – enquiry and investigation:</p> <ul style="list-style-type: none"> ✓ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? ✓ Recognise geographical issues, such as climate change and deforestation, affecting people in different places and environments. <p>Geographical skills – fieldwork:</p> <ul style="list-style-type: none"> ✓ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. <p>Geographical skills – interpret a range of sources of geographical information:</p> <ul style="list-style-type: none"> ✓ Use a range of maps and other sources of geographical information and select the most appropriate for a task. ✓ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. <p>Geographical skills – communicate geographical information:</p> <ul style="list-style-type: none"> ✓ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. ✓ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. 	Please see history plan
Year 6	Please see history plan	South America	<p>Locational and place knowledge:</p> <ul style="list-style-type: none"> ✓ Name and locate an extensive range of places in the world including globally and topically significant features and events. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ✓ Recognise patterns in human and physical features throughout South America and understand some of the conditions, processes or changes which influence these patterns. ✓ Explain some links and interactions between people, places and environments in South America. <p>Geographical skills – enquiry and investigation:</p> <ul style="list-style-type: none"> ✓ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? ✓ Make predictions and test simple hypotheses about people, places and geographical issues in South America. <p>Geographical skills – fieldwork:</p> <ul style="list-style-type: none"> ✓ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. <p>Geographical skills – interpret a range of sources of geographical information:</p> <ul style="list-style-type: none"> ✓ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. ✓ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. <p>Geographical skills – communicate geographical information:</p> <ul style="list-style-type: none"> ✓ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. ✓ Communicate geographical information using a wide range of methods including writing at increasing length. 	Please see history plan