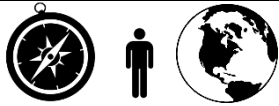


Geography End Points

EYFS	End points / questions	Key Vocabulary
Weather	<p>Find England on a globe and understand that we are looking at the weather there. (Can you point to England on a globe? Is the weather the same here as everywhere else?) (LK)</p>  <p>Identify different types of weather and how it changes from day to day. (What is the weather like today? Is it different from yesterday?)</p>   <p>Observe and keep a record of the changing weather, noticing and discussing trends. (What has the weather been like recently? How is it different from a few weeks ago?)</p>  <p>Can talk about how our lives are affected by the weather. (What might you do on a sunny day/rainy day etc? What things might you not be able to do when it rains? What impact does the weather have on the plants and animals that live in our environment?)</p>  <p>Disciplinary outcome 1: Understand how geographers notice patterns and draw conclusions.</p>	<p>cold, warm, windy, weather, notice, trends, plants, animals, environment, affect</p>
Our Local Area	<p>End points / questions</p> <p>Identify Wigan on a map of England. (Which country is Wigan in? Can you point to it on a map of England? [Can use a map of UK but just focus on England.]</p>  <p>Identify familiar places in my local area and talk about whether they were built by humans or natural. (Can you name some buildings that have been built by humans? Can you think of a place that is near to Wigan that was built by humans?)</p>   <p>Interpret a satellite image of our local area and plan a simple route to the shops. ([Teacher note - for this outcome, use a satellite image of school/Sainsburys and plot a route with the children. Take the children on a walk to follow their route using the language: right, left, in front and behind.]</p>	<p>Wigan, England, country, town, map, local, environment, human, natural, route, satellite, route, left, right, in front, behind.</p>



Gather data about what people like about living in Wigan. (What did you find when you asked people about living in Wigan?)



Disciplinary outcome 2: Read, interpret and create maps.

Disciplinary outcome 1: Understand how geographers notice patterns and draw conclusions.

Where is our food grown?

End points / questions

Identify where our food is grown and begin to understand why. ([Teacher note – select fruits/veggies which have been grown in a different countries – try to find Spain [if possible] Does all of our food come from England? Why not? [because of the weather differences])



Identify a range of countries on a globe and discuss their position in relation to England using the words near, far, above, below. ([Teacher note – use countries from food packaging])



Talk about the environmental impact of transporting food from one country to another. (Why is it better to buy from a farm near us? [Teacher note – opportunity for a visit to Kenyon Farm here.]










Investigate which fruits/vegetables grow best in England and draw conclusions. (What fruits/veggies grow best in England? Why is this? How did you find out? [Teacher note - complete an investigation here trying to grow 2 seeds - one a fruit native to England and one that won't grow in our climate])



Disciplinary outcome 3: Begin to form opinions based on information.

weather, temperature, travel, globe, countries, environment, affect, near, far, in front, behind

Year 1		
Life in London	<p>End points / questions</p> <p>Identify the capital city of England on a map of the UK and know that it is south of where we live. (Can you point to London on this map? What is the capital city of England?)</p>  <p>Know that the population of London is far larger than Wigan and why this is. (Why is there a large population in London?)</p>  <p>Make predictions about what will happen to London's population in the future. (What does this graph show you?)</p>  <p>Explore the physical and human features of London (and its outskirts) and understand why people might settle/visit there. (Can you name some human/physical features of London?)</p>  <p>Disciplinary outcome 4: Make predictions based on data.</p>	<p>Wigan, England, country, town, map, south, north, capital city, landmark, human features, physical features, population, settle</p>
The UK and beyond	<p>Locate Northern Ireland and identify its capital city along with any key characteristics. (What is the weather like in Northern Ireland? [windy due to low mountains and the Northern coast] What is the capital of Northern Ireland?)</p>  <p>Locate Wales and identify its capital city along with any key characteristics. (What is the capital of Wales? Why might you go on holiday to Wales? [Close to us and has lots of beaches] Which river starts in Wales?)</p>  <p>Locate Scotland and identify its capital city along with any key characteristics. (Why is it so cold in Scotland? What is the capital of Scotland? What are the key physical characteristics of Scotland? [mountains, green spaces, lochs])</p>  <p>Research a small area of a non-European country and compare with the UK. (How is xxx different from the UK? Teacher note – the chosen area should reflect the heritage of a member/members of the class.)</p>	<p>Environment, town, weather, windy, locational, landmark, capital city, beaches, mountains, lochs, coast, Irish sea, River Severn, characteristic, north)</p>



Disciplinary outcome 5: Ask geographical questions.

Climate Change

NOTE: This topic links to the Y1 Science Unit of Seasons.

Understand the link between the changing seasons and the weather. (Can you name the 4 seasons that we have in England? What is the weather like in each?)



Observe the average temperature in summer and compare to summer temperatures 100 years ago. (What is happening to the temperature of England)



Discuss the impact of global warming and what we can do to help. (What is global warming? How can you help?)








Locate where we live in relation to the equator and how this impacts our climate. (Are we north or south of the equator? Why is our climate not too warm, and not too cold?)













Disciplinary outcome 4: Make predictions based on data.

Disciplinary outcome 5: Ask geographical question.

Winter, Spring, Summer, Autumn, weather (From EY science curriculum) seasons, climate, equator, comparisons, similarities, differences








Year 2	End points / questions	Key Vocabulary
<p>Around the World</p>	<p>Know there are 7 continents and can label them on a world map (Label the 7 continents on this world map)</p>  <p>Know there are 5 oceans and can label them on a world map (Label the world map with the 5 oceans)</p>  <p>Understand that there are differences between continents and can contrast them in terms of weather, population, animals and vegetation. (What is the same and what is different about ___ and ___?)</p>  <p>Know and can locate hot and cold places in relation to the equator and the North and South Poles on a map. (Why are some countries hotter than others? Would a country be hot or cold if it is close to the equator?)</p>  <p>Disciplinary outcome 5: Ask geographical question.</p>	<p>Map, travel, continent, ocean, atlas, equator, European, non-European, mountain, valley, vegetation</p> <p>Key places: United Kingdom North pole, South pole</p>
<p>Let's go to The Arctic</p>	<p>End points / questions</p> <p>Know about the physical features Arctic circle and can find it on a globe (Where is the arctic circle? What is the landscape like?)</p>  <p>Can identify some of the countries found in the Arctic circle. (What countries are in the arctic circle?)</p>  <p>Understand that the Arctic has a polar climate and can explain why it is cold in relation to the equator. (Where is the Arctic in relation to the equator? Why is it so cold in the Arctic?)</p>  <p>Know and can name some Arctic animals and can explain why they are suited to this environment. (How is a polar bear suited to the Arctic?)</p>  <p>Interpret satellite readings on global sea level rise to explain the impact of the melting ice caps. (What is happening to the ice caps? Why is this happening? What might the impact be? What can be done about it?)</p>	<p>cold, warm, weather, notice, trends, North Pole, Sweden, Russia, mountain ranges, landscape, ice sheets, ice caps, polar, sea levels, Arctic Circle, equator</p> <p>Key Places Alaska, Canada, Greenland, Finland, Norway, Iceland,</p>

	 <p>Disciplinary outcome 1: Understand how geographers notice patterns and draw conclusions.</p>	
Map-Makers	<p>End points / questions</p> <p>Understand how to use aerial photographs and perspectives to recognise landmarks (What human/physical features can you find on this image of... London etc..)</p>  <p>Know how to devise a simple map based on an aerial photograph and construct basic symbols in a key (What is the purpose of a key? What is an aerial photograph? [Teacher note – this should be a map of a familiar area such as the playground])</p>  <p>Know and can use 4-point compass to navigate around a map (What compass point is opposite North?)</p>  <p>Use prior knowledge to devise a simple map of England including its key physical and human features.</p>  <p>Disciplinary outcome 2: Read, interpret and create maps.</p>	<p>map, near, far, in front, behind, travel</p> <p>Compass, point, direction, North, South, East, West, human features, physical features, aerial, landmark, key, symbol, navigate</p>

Year 3	End points / questions	Key Vocabulary
Rainforests	<p>Know and can locate important lines of latitude and explain how they relate to the location of rainforests. (Can you locate the tropic of cancer/capricorn? Where is the equator? Where are tropical rainforests usually located? What happens to the climate nearer to the equator?)</p>  <p>Can explain the key characteristics of a rainforest biome. (What animals might you find in a rainforest biome? What is the climate like? What habitats might you find there? What is the vegetation like?)</p>  <p>Know and can name the four layers of the rainforest and talk about the importance of each layer (Which animals would live in each layer/why?)</p>  <p>Know what deforestation is and understand the implications for the Amazon Rainforest. (Can you explain an advantage and disadvantage of deforestation?)</p>  <p>Observe the effects of the water cycle on a rainforest biome through creating a rainforest in a jar. (What kind of plants might survive here? Why?)</p>  <p>Disciplinary outcome 3: Begin to form opinions based on information. Disciplinary outcome 5: Ask geographical questions.</p>	<p>environment, weather, temperature, equator, climate, vegetation belts, tropic of cancer, tropic of Capricorn, rainforest, layers, climate, deforestation, Water-cycle, latitude, natural resources, biome, moist,</p>
The Majestic Mediterranean	<p>End points / questions</p> <p>This topic links to MfL – giving children the background information they need to contextualise the Spanish language learning.</p> <p>Locate the mediterranean sea on a map and label its surrounding continents.</p>   <p>Identify countries within the Mediterranean Region in an atlas and describe their location in relation to one another using the language of north, east, south and west. (Eg - What is east of xxx? Can you think of a country in the Mediterranean Region?)</p>  	<p>environment, weather, temperature, equator, climate, vegetation belts, north, south, west, east, continent, human features, physical features, landmark, landscape, Mediterranean Region, tourism, Beleric Islands, culture</p>

	<p>Explore the physical and human features of Spain, including its culture and climate. (What is the climate zone of Spain? Why is it hotter in Spain than in England? Which foods might you find in Spain? Are their mountains in Spain? What is the capital of Spain and what landmarks might you find there?)</p>  <p>Investigate the unique landscapes of the Spanish Beleric Islands, understanding why they attract tourism. (Teacher note – for fieldwork, it would be advantageous here to ask the children if they have visited a Beleric Island compared with another group of Islands (such as the Hebrides). Then the children can analyse why the Balearics are so popular. Why are the Beleric Islands so popular for tourists?)</p>  <p>Disciplinary outcome 5: Ask geographical questions. Disciplinary outcome 2: Read, interpret and create maps.</p>	
<p>Investigating India</p>	<p>End points / questions</p> <p>Locate India using an Atlas and describe which continent it's in and neighbouring oceans.</p>  <p>Know and talk about key physical characteristics of India including its biomes (What river will you find in India? What biomes might you find? [rainforest/forest])</p>  <p>Compare Marus Bridge with a small Indian village (Navarachri) in terms of physical and human characteristics. (Where is Chembakolli? What is the climate like there? What is the impact of monsoons/droughts in Chembakolli? Is Chembakolli rural or urban?)</p>  <p>Explore the flora and fauna of the Himalayas. (How do indigenous people survive in the Himalayas? What plants grow there? What animals live there? [Teacher note: this would be a great opportunity to grow rhododendrons which are native to Mt. Everest])</p>  <p>Explore India's population and the effects this might have on way of life. (What is the significance of India's population? [most populated in the world] Why might we fundraise for people in India? [Teacher note – children should choose an appropriate charity to fund raise for here])</p>  <p>Disciplinary outcome 3: Begin to form opinions based on information.</p>	<p>animals, environment, affect, population, climate, indigenous Himalayas, communities, biomes, humid, drought, monsoon, flora, fauna, rural, urban</p>

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Year 4	End points / questions	Key Vocabulary
<p>Volcanoes</p>	<p>Locate the Ring of Fire on a map and label some key volcanoes. (What is the ring of fire?)</p>  <p>Know and can describe what tectonic plates are and how their movement forms volcanoes. (What is the difference between convergent plate movement, divergent plate movement, and transform plate movement?)</p>  <p>Know and can identify the features of a volcano and can label the different parts (What is the difference between lava and magma?)</p>  <p>Understand the benefits/limitations of settling in a volcanic area. (What are the similarities/differences between volcanic and non-volcanic areas? Why might somebody want/not want to live near a volcanic area?)</p>  <p>Explore the effects of volcanic minerals on crop growth. (How might volcanoes contribute to plant growth?)</p>  <p>Disciplinary outcome 3: Begin to form opinions based on information</p>	<p>environment, effect, physical features, volcano, tectonic plates, Ring of Fire, convergent, divergent, transform, lava, ash cloud, crust, molten, magma, throat, vent, crater, active, volcanic, non-volcanic, settle, minerals</p>
<p>African Adventure</p>	<p>End points / questions</p> <p>Recap world continents and identify countries within the continent of Africa using an atlas. (Which hemisphere is Africa in?)</p>  <p>Explore African biomes and vegetation belts and understand why these biomes exist in Africa. (Is Africa close to the equator? What impact does this have?)</p>  <p>Explore key physical features within Africa. (Which rivers/mountains/volcanoes might you find in Africa? What flora and fauna can be found in Africa?)</p>	<p>human features, physical features, population, mountains, rivers, southern hemisphere, biome, savanna, Tropical, poverty, education, healthcare, water scarcity, drought, atlas, trade, Fairtrade, flora, fauna, volcanoes</p>



Compare life in England compares to life in The Gambia (Link to English book unit – One Plastic Bag). (How is The Gambia impacted by poverty? What is education like in The Gambia compared to England? [Teacher note – if possible, contact a pen pal school for comparisons.]



Understand how trade impacts Africa, and he role of the Fairtrade initiative. (PSHE link to 'Who Likes Chocolate?' Unit)



Disciplinary outcome 3: Begin to form opinions based on information.

Disciplinary outcome 5: Ask geographical questions.

Mapping Wigan

End points / questions

Explore the difference between urban and rural areas.



Know how OS symbols relate to physical characteristics (Can you recognise any OS map symbols?)



Know how 8 compass points relate to direction. (Can you turn to north / south / west / east using a compass?)



Know how to use 4 figure grid references. (How do you read a 4-figure grid reference?)



Use maps to navigate a contrasting unknown area (Haigh Hall). (How did you use a map to complete orienteering at Haigh Hall? How does the vegetation at Haigh Hall differ from Wigan? Why is the vegetation different?)





















Disciplinary outcome 2: Read, interpret and create maps.








map, near, far, in front, behind, travel





Compass, point, direction, North, South, East, West, human features, physical features, aerial, landmark, key, symbol, navigate

Ordnance Survey, Coordinates, woodland, urban rural, built-up, roads, streets, mapping, compass, direction, floor plans

Year 5	End points / questions	Key Vocabulary
Investigating Coasts	<p>Know and can discuss what coasts are and how they are formed. (What is a coast? Can you explain the process of a coast forming?)</p>  <p>Know and can locate different types of coastal features around the UK on a map including Formby. (Label these coasts on a map.)</p>  <p>Can explain how caves are formed on coasts. (How does water cause caves, arches and stumps to form?)</p>  <p>Know the processes of costal erosion and its effect on humans. (What is erosion? How does erosion happen? What is the impact of costal erosion?)</p>  <p>Explore local methods of costal management. (What measures are in place at Formby beach to control the coast? Which sea will you find at Formby beach?)</p>  <p>Disciplinary outcome 1: Understand how geographers notice patterns and draw conclusions. Disciplinary outcome 3: Begin to form opinions based on information. Disciplinary outcome 5: Ask geographical questions.</p>	<p>Local, Beaches, physical feature, human feature, urban rural, built-up, roads, erosion, coast, bay, headland, stump, stack, cave, arch, cliff</p>
Extreme Earth	<p>End points / questions</p> <p>Know and can name the different climate zones in the world? What are the climate zones in the world? Can you describe the features of them? What do the terms longitude and latitude mean?</p>  <p>Know about and can explain the difference between typhoons, hurricanes and cyclones. What is the difference between typhoons, hurricanes and cyclones? How do they impact people's lives?</p> 	<p>Weather, climate, latitude, Ordinance Survey, tectonic plates, convergent, divergent, transform, Ring of Fire cyclones, hurricanes, typhoons, tsunamis, earthquakes, longitude</p>

	<p>Know and can explain how earthquakes and tsunamis occur. <i>How and where do earthquakes and tsunamis occur? How do they impact people's lives?</i></p>  <p>Investigate recent extreme weather conditions and the human impact. <i>(Can you think of any examples of extreme weather from the news? What impact did this have on people?)</i></p>  <p>Analyse data to understand the impact of extreme weather conditions on people.</p>  <p>Disciplinary outcome 5: Ask geographical questions.</p>	
<p>The Grand Canyon</p>	<p>End points / questions</p> <p>Know and can locate the Colorado River and the Grand Canyon on a world map. <i>(Where is the Grand Canyon? Which continent is the Grand Canyon part of? Which states does the Grand Canyon run through?)</i></p>  <p>Understand the importance of the Colorado River. <i>(What role does the river play on agriculture/energy?)</i></p>  <p>Know and can discuss how the Grand Canyon was formed and its key features, including its biomes. <i>(How was the Grand Canyon formed? Why is it famous?)</i></p>   <p>Know and can explain the impact of human activity and tourism on the Grand Canyon and its inhabitants. <i>(What are the advantages and disadvantages of tourism in the Grand Canyon? What does data tell you about the changing Grand Canyon?)</i></p>    <p>Explore time zones in America, understanding that their time is behind ours as it is West of the Prime Maridian. <i>(What is the Prime Maridian? Do you think the time in America will be earlier or later than the time in England? Why?)</i></p>  <p>Disciplinary outcome 1: Understand how geographers notice patterns and draw conclusions. Disciplinary outcome 3: Begin to form opinions based on information.</p>	<p>River, tourism, biomes, canyon, gorge, tribes, canyon, North America, Prime Maridian</p>

Year 6	End points / questions	Key Vocabulary
<p>Navigating Great Britain</p>	<p>Know the difference between the UK, Great Britain and the British Isles. (What are the capitals of these?)</p>  <p>Know how to use the 8 points of a compass to direct using a map of the local area. (Why do you think we use 8 points and not 4? Can you use the 8 points of a compass to read this map?)</p>  <p>Know how to compare two counties in terms of population and explore reasons why population might change. (What is similar and different- comment on human and physical features? Do rural areas always remain rural?)</p>  <p>Know how to use 4 and 6 figure grid references. (When would you use a 6-figure opposed to a 4?)</p>  <p>Use GIS (Google Earth) to explore physical characteristics of two counties within Great Britain.</p>  <p>Disciplinary outcome 1: Understand how geographers notice patterns and draw conclusions. Disciplinary outcome 2: Read, interpret and create maps.</p>	<p>Compass, point, direction, North, South, East, West, UK, rural, urban, coordinate, four figure grid reference, six figure grid reference, counties, Great Britain, navigate</p>
<p>Europe</p>	<p>End points / questions</p> <p>Understand the differences in terms of human geography in the past 100 years in European countries. (How has Germany/England changed since WW2?)</p>  <p>Explore time zones of different European countries and how this relates to the Prime Meridian. (What is the Prime Meridian? Do you think the time in Russia will be earlier or later than the time in England? Why?)</p>  <p>Know the names of some European capital cities and locate them on a map. (What is the capital of Germany, Belgium, France, Russia?)</p>	<p>continents, Europe landscape, flora, fauna, biomes, vegetation belts, reconstruction, economic recovery, plains, landlock, eastern/western hemispheres</p>

	 <p>Understand the characteristics and biomes of Russia. (What is the landscape like in Russia? What biomes might you find in Russia?)</p>  <p>Disciplinary outcome 5: Ask geographical questions.</p>	
<p>Life Down Under</p>	<p>End points / questions</p> <p>Locate Australia on a globe and talk about its positionality using the 8-point compass. (Which hemisphere is Australia in? What will you find north-west of Australia?)</p>  <p>Explore the Australian outback and compare to more populated areas of Australia.</p>  <p>Explore the reasons behind migration to Australia and gather information about what it's like to live there. (What are the ten-pound poms? Why might people emigrate to Australia? [Teacher note – if possible, arrange a Teams call with a relative of someone from the class who has emigrated to Australia and ask them questions.]</p>  <p>Explore the Great Barrier Reef ecosystem and the challenges it faces. (Why is The Great Barrier Reef so well known? What is happening to the Great Barrier Reef? What impact is climate change having on the Great Barrier Reef?)</p>  <p>Disciplinary outcome 5: Ask geographical questions. Disciplinary outcome 3: Begin to form opinions based on information. Disciplinary outcome 4: Make predictions based on data.</p>	<p>settle, indigenous, emigrate, migrate, Great Barrier Reef, outback, positionality hemisphere, ecosystem</p>