

**Geography End Points**

	Autumn	Spring	Summer
<b>N/R</b>			
<b>1-2</b>	<p style="text-align: center;">What is it like to live here? Fieldwork – local area mapping</p> <ul style="list-style-type: none"> <li>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</li> <li>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li> <li>Recognise four features in the school grounds using a map.</li> <li>Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li> <li>Draw a design to improve three areas of the playground using the results from the survey.</li> </ul>	<p style="text-align: center;">Would you prefer to live in a cold or hot place?</p> <ul style="list-style-type: none"> <li>Name and locate the seven continents on a world map.</li> <li>Locate the North and the South Poles on a world map.</li> <li>Locate the Equator on a world map.</li> <li>Describe some similarities and differences between the UK and Kenya.</li> <li>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>Recognise the features of hot and cold places.</li> <li>Locate some countries with hot or cold climates on a world map.</li> </ul>	<p style="text-align: center;">Where does our food come from?</p> <ul style="list-style-type: none"> <li>Identify that different foods grow in different biomes and say why.</li> <li>Explain which food has the most significant negative impact on the environment.</li> <li>Consider a change people can make to reduce the negative impact of food production.</li> <li>Describe the intentions around trading responsibly.</li> <li>Explain that food imports can be both helpful and harmful.</li> <li>Describe the journey of a cocoa bean.</li> <li>Locate countries on a blank world map using an atlas.</li> <li>Use a scale bar correctly to measure approximate distances.</li> <li>Collect data through an interview process.</li> <li>Analyse interview responses to answer an enquiry question.</li> <li>Discuss any trends in data collected.</li> </ul>
<b>2-3</b>	<p style="text-align: center;">Why are rainforests important to us? Fieldwork – local woodland use</p> <ul style="list-style-type: none"> <li>Describe a biome and give an example.</li> <li>State the location and some key features of the Amazon rainforest.</li> <li>Name and describe the four layers of tropical rainforests.</li> </ul>	<p style="text-align: center;">Are all countries the same?</p> <ul style="list-style-type: none"> <li>Recap the continents of the world and locate them on a map</li> <li>Locate countries on a map</li> <li>Be able to name some mountains and rivers in different countries</li> </ul>	<p style="text-align: center;">Where does my food come from?</p> <ul style="list-style-type: none"> <li>Identify that different foods grow in different biomes and say why.</li> <li>Explain which food has the most significant negative impact on the environment.</li> <li>Consider a change people can make to reduce the negative impact of food production.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>• Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>• Name one way in which the Amazon is changing.</li> <li>• Articulate why the Amazon rainforest is important.</li> <li>• Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>• Participate in fieldwork and use a variety of data collection methods with support.</li> <li>• Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to locate capital cities and name some. Know some geographical features of a key capital city</li> <li>• Describe some human and physical features of key countries</li> <li>• Compare countries to identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the intentions around trading responsibly.</li> <li>• Explain that food imports can be both helpful and harmful.</li> <li>• Describe the journey of a cocoa bean.</li> <li>• Locate countries on a blank world map using an atlas.</li> <li>• Use a scale bar correctly to measure approximate distances.</li> <li>• Collect data through an interview process.</li> <li>• Analyse interview responses to answer an enquiry question.</li> <li>• Discuss any trends in data collected.</li> </ul>
4-5	<p style="text-align: center;">What is life like in the Alps?</p> <ul style="list-style-type: none"> <li>• Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>• Locate three physical and three human characteristics in the Alps.</li> <li>• Research and describe the physical and human features of Innsbruck.</li> <li>• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>• Compare the human and physical geography of their local area and Innsbruck.</li> <li>• Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul>	<p style="text-align: center;">Why do people live near volcanoes?</p> <ul style="list-style-type: none"> <li>• Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>• Explain one or more ways a mountain can be formed.</li> <li>• Give a correct example of a mountain range and its continent.</li> <li>• Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>• Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>• Name three ways in which volcanoes can be classified.</li> <li>• Describe how volcanoes form at tectonic plate boundaries.</li> <li>• Explain a mix of negative and positive consequences of living near a volcano.</li> </ul>	<p style="text-align: center;">How do people earn a living?</p> <ul style="list-style-type: none"> <li>• Explain some of the reasons people work</li> <li>• Give opinions on different jobs</li> <li>• Identify the main job sectors and understand that different jobs pay different wages</li> <li>• Understand how industry affects the economy</li> <li>• Locate different industries across the UK on a map. Understand that different countries have different industries.</li> <li>• Participate in fieldwork to investigate the local economy</li> <li>• Describe how people in different countries make a living and the ways in which these are similar and different to UK.</li> <li>• Understand unemployment and explain the role of the government in supporting those that are unemployed</li> <li>• Know the link between education and employment</li> <li>• Explain aspirations for the future</li> </ul>

		<ul style="list-style-type: none"> <li>• State whether they would or would not want to live near a volcano.</li> <li>• State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>• Explain that earthquakes happen along plate boundaries.</li> <li>• List some negative effects that an earthquake can have on a community.</li> <li>• Observe, digitally record and map different rocks using a symbol on a map.</li> <li>• Identify rock types and their origins based on collected data.</li> </ul>	
5-6	<p>Why do oceans matter?</p> <ul style="list-style-type: none"> <li>• Describe the water cycle.</li> <li>• Describe how the ocean is used for human activity.</li> <li>• Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>• Identify the Great Barrier Reef as part of Australia.</li> <li>• Describe the benefits of the Great Barrier reef.</li> <li>• Describe how humans impact the oceans and the consequences of this.</li> <li>• Explain some actions that can be taken to help support healthy oceans.</li> <li>• Explain which data collection method would be best for marine fieldwork and why.</li> <li>• Collect data using a tally chart, photographs and a sketch map.</li> <li>• Safely navigate the fieldwork environment.</li> <li>• Make suggestions for how to improve a marine environment.</li> <li>• Present data using a tally chart and pie chart.</li> </ul>	<p>Where does our energy come from?</p> <ul style="list-style-type: none"> <li>• Describe the significance of energy.</li> <li>• Give examples of sources of energy and their trading routes.</li> <li>• Define renewable and non-renewable energy.</li> <li>• Discuss the benefits and drawbacks of different energy sources.</li> <li>• Describe the significance of the Prime Meridian.</li> <li>• Identify human features on a digital map.</li> <li>• Discuss how transport links have changed over time.</li> <li>• Locate UK cities on a map.</li> <li>• Use six-figure grid references to identify features on an OS map.</li> <li>• Consider and justify the location of energy sources.</li> <li>• Design and use interview questions.</li> <li>• Plot points on a sketch map.</li> </ul>	<p>What's on our doorstep? Including independent fieldwork, mapwork and comparison</p> <p><b>Note – must include some comparison to Europe</b></p> <ul style="list-style-type: none"> <li>• Locate United Kingdom on a map and identify the countries, countries, capital cities and some key towns and cities</li> <li>• Explain some facts about the human geography of the UK, eg population and life expectancy, and compare this to a European country</li> <li>• Explain how mountains and hills are formed</li> <li>• Identify major mountain and hill ranges in the UK and explain their key features</li> <li>• Identify the seas and oceans surrounding the UKs and describe how the coastline varies and compare this to a European country</li> <li>• Describe the journey of a river from source to sea and analyse information about UK rivers</li> </ul>