

**ECCLESTON C.E. PRIMARY SCHOOL**

**GEOGRAPHY END POINTS AND**

**KNOWLEDGE**

**By the end of Year 1, our children will;**

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| **Knowledge** |
| **Physical and human features of the local area** | Know where they live and that they go to school in EcclestonKnow that Eccleston is a village and that Chester is a cityUnderstand the connection of Eccleston to the Duke of WestminsterHave an understanding of the main features of Eccleston and the key landmarks such as the school, the pump house, the church, the Vicarage, the post box, the river and the village hall |
| **Fieldwork and map work re Eccleston and Chester** | Understand what a map is and that it represents a placeUnderstand the concept of a birds eye viewHave created their own maps of the classroom Have followed a map of Eccleston |
| **Weather patterns in the UK** | Understand the four seasons and the typical weather associated with each one in the UKBe able to use simple symbols to represent the main weather types experienced in the UKUnderstand that other countries in the world have much warmer climates and some have colderHave an understanding of how animals adapt to living in cold climates |
| **Geographical similarities and differences of the UK and the local area** | Be able to name and locate England, Wales, Scotland and Northern Ireland on a map of the UKKnow that Chester is the nearest city to usKnow that Chester is an old city and has a cathedral, a castle, an amphitheatre, a river, a canal and Roman walls |
| **Farms** | Know that farming is an important part of our local communityKnow that many of the foods the children eat come from farmsKnow that there are dairy farms, crop farms and animal farmsKnow where milk comes from and how to make cheeseHave visited a local farm and be able to talk about what they have learned there |
| **Skills** |
| **Physical and human features of the local area** | Be able to investigate their surroundingsBe able to make observationsBe able to use information books and pictures to investigate their surroundings |
| **Fieldwork and map work re Eccleston and Chester** | Be able to follow directions such as up, down, left, right, forwards, backwardsBe able to draw picture maps of imaginary places and from storiesBe able to use their own symbols on imaginary mapsBe able to use a simple map to move around the school and around Eccleston |
| **Weather patterns in the UK** | Be able to make sensible predictions about the weatherBe able to consider clothes to wear for each season |
| **Geographical similarities and differences of the UK and the local area** | Be able to make comparisonsUse relative vocabulary such as bigger/smaller, like/dislikeBe able to investigate their surroundings and express preferencesBe able to make observationsBe able to use information books and pictures to investigate their surroundings |
| **Farms** | Be able to sort a variety of foods into groups of plant or animal sourceUnderstand how milk gets from farm to tableMake cream from milk |
| **Vocabulary** |
| **Physical and human features of the local area**  | Eccleston, village, Chester, city, pump house, Vicarage, church, village hall, post box, Estate, Duke of Westminster, UK, England, river |
| **Fieldwork and map work re Eccleston and Chester** | Directions, down, left, right, forwards, backwards, map, river, landmarks |
| **Weather patterns in the UK** | Seasons, symbols, predictions, camouflage, climate, Arctic |
| **Geographical similarities and differences of the UK and the local area** | England, Wales, Scotland, Northern Ireland, UK, United Kingdom, North Sea, English Channel, Irish Sea, Atlantic Ocean, Chester, city, cathedral, river, amphitheatre, canal, cathedral, castle, Roman walls |
| **Farms** | Dairy, yoghurt, cheese, milk, food groups |

**By the end of Year 3, our children will;**

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| **Knowledge** |
| **Place Knowledge** | Know that we live on an island and where UK is located on a world map, including the surrounding seasKnow some of the physical features of our country and key landmarksKnow some of the human features in our country through study of aerial photographsKnow geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, including different weather patternsKnow seasonal and daily weather patterns in the UKKnow the geography of our school and recognise the human and physical features around it, including habitats and wildlife  |
| **Continents and Capital Cities** | Know through studying the school atlases that there are seven continents of the world and five oceans Know London is the capital city of England and know its human and physical featuresKnow other capital cities in 4 countries of UK |
| **Physical and Human Geography** | Know about the physical features such as coastline, hill, mountain, beach, sea, sand, cliffs, sand dunes, vegetation and bayKnow the human features such as promenade, pier, harbour city, town, shop, farm, factory and lighthouseTo know weather patterns, climate changes and its effect around the worldTo know about aerial photographs and how we can use them to identify key landmarks and physical feature in our local areaTo know River Dee is a physical feature in our local areaThrough geographical study of the River Dee, know the features and understand these features are part of a river systemUsing historical maps and photographs of River Dee, know how the course of the river has changed over time |
| **Skills** |
| **Place knowledge**  | To be able to use 4 (8) compass points to follow and give simple directionsUse aerial photographs to recognise landmarks and basic human and physical featuresTo be able to use locational and directional languageBegin to use atlases, world maps and globesTo be able to name and locate the North Sea, English Channel, Irish Sea and Atlantic OceanTo be able to make comparisons between two placesTo be able to describe the features, habitats and wildlife around the River Dee |
| **Continents and Capital Cities** | Begin to identify points on mapsBegin to use atlasesBe able to label the seven continents of the world and five oceans on a mapBe able to label to London and the capital cities with the UK on a mapBe able to describe London city, methods of transport and key landmarks |
| **Physical and Human Geography**  | Be able to draw or sketch a map of an imaginary place or a map of the local areaBe able to draw some human and physical features on mapBe able to draw and refer to **a key** and understand its importance on a map To be able to measure rainfallBe able to draw and label the River Dee and identify where it starts (source) and ends (mouth)Be able to name protected wildlife found around the River Dee |
| **Vocabulary** |
| **Place knowledge** | Climate, landmarks, rainforest, island, coastline, town, city, time zone, rural, urban, rainfall, compass points, compare, contrast, wildlife |
| **Continents and Capital Cities** | England, Wales, Northern Ireland, Scotland, London, Cardiff, Edinburgh, Belfast, Europe, Asia, Africa, Antarctica, North America, South America, Australasia, underground, landmarks |
| **Physical and Human**  | Coastline, human, physical, river, promenade, cliffs, coast, pier, vegetation, harbour, sand dunes, bay, lighthouse, key, River Dee, source, mouth |

**By the end of Year 5, our children will;**

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| **Knowledge** |
| **Greece and Ancient Greece** | Be able to locate and label Greece on a map of the worldKnow that Athens is the capital of Greece and be able to locate it and Sparta on a mapKnow that Greece has a Mediterranean climate with hot, dry summers and cold, wet wintersHave compared maps of modern Greece and ancient Greece |
| **Earthquakes and Volcanoes** | Know that a volcano has four layers and be able to define each of these terms; crust, mantle, outer core and inner coreKnow that earthquakes start because the plates rub togetherHave an understanding on the effect of volcanic eruption on human lifeKnow where volcanoes frequently occur and be able to locate these on a mapHave researched the Ring of FireKnow that Mount Vesuvius erupted in AD79 and be able to talk about the geographical causes and consequences of this event |
| **Mountains** | Will understand and be able to explain the following terms; summit, force, snow line, ridge, slope, mountain range, tree line and baseKnow that mountains were formed a long time agoBe able to locate famous mountains on a map such as Mount Everest, Kilimanjaro, Mount Fiji and Mount McKinleyBe able to describe typical weather on a mountainBe able to describe how tectonic plates move together to create fold mountainsBe able to describe how lava flow creates volcanic mountains |
| **The Water Cycle** | Be able to describe the water cycle using the following terms correctly; condensation, precipitation and evaporationHave drawn and labelled an explanatory diagram of the water cycleUnderstand that the water they drink is thousands of years old |
| **Skills** |
| **Greece and Ancient Greece** | Ask and respond to questionsCollect and record evidenceMake comparisons between locationsUse 8 compass pointsUse 4 figure co-ordinates to locate features on a mapUse atlases to find about other features of places |
| **Earthquakes and Volcanoes** | Ask and respond to questionsCollect and record evidenceAnalyse and present evidenceUse 8 compass pointsUse 4 figure co-ordinates to locate features on a mapDraw and label geographical diagrams accuratelyFind places on a map of different scales |
| **Mountains** | Draw and label geographical diagrams accuratelyResearch independently Find places on a map of different scalesUse atlases to find out about other features of places |
| **The Water Cycle** | Draw and label geographical diagrams accurately |
| **Vocabulary** |
| **Greece and Ancient Greece** | Athens, Sparta, Mediterranean climate |
| **Earthquakes and Volcanoes** | crust, plates, mantle, magma, outer core, inner core, faults, Ring of Fire |
| **Mountains** | summit, face, snow line, ridge, slope, mountain range, tree line, base, tectonic plates, lava |
| **The Water Cycle** | condensation, precipitation, evaporation |

**By the end of Year 6, our children will;**

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| **Knowledge** |
| **Antarctica** | Be able to locate Antarctica on a world map and label the seas, land and oceans surrounding itKnow that Antarctica is a polar region around the South PoleKnow that most of the land is covered by snow and ice and that only 1% of the land is showingKnow what an iceberg is and that there are icebergs in the Southern OceanHave an understanding of the wildlife and vegetation in the region (seal, emperor penguin, albatross, South Georgia pipit, Antarctic hair grass, Antarctic pearl wort)Be able to trace the journey of Ernest Shackleton on a world map |
| **The geography of World War 2** | Be able to name countries in World War 2 who were allies and axis of Great BritainKnow which areas of Great Britain were targeted by German bombers and why |
| **Mexico** | Be able to locate Mexico on a world map, know that it borders with the USA, Guatemala and Belize and that it is surrounded by the Pacific Ocean, the Gulf of Mexico and the Caribbean SeaKnow that Mexico is in the continent of North America and that the capital is Mexico CityKnow that Mexico City is the oldest city in North and South America and that it is the largest Spanish speaking city in the worldHave an understanding of the physical features of Mexico, such as Copper Canyon, the Chihuahuan Desert and the Lacandon JungleUnderstand that climate varies greatly depending on location and that the Tropic of Cancer divides the country into temperate and tropical zonesHave an understanding of culture including religion (mostly Roman Catholic), the importance of football, major celebrations and cuisine (corn, tortillas, tacos, enchiladas, guacamole) |
| **Skills** |
| **Antarctica** | Suggest questions for investigationConfidently use an atlasCollect and record evidence independentlyBegin to use 6 figure grid referencesUse longitude and latitude on atlas mapsUse 8 compass points confidently and accuratelyUse atlas symbols |
| **The geography of World War 2** | Suggest questions for investigationConfidently use an atlasPlace countries involved in World War 2 accurately on a map |
| **Mexico** | Collect and record evidence independentlyAnalyse evidence and draw conclusionsUse 8 compass points confidently and accuratelyUse 4 figure co-ordinates confidently and begin to use 6 figure referencesUse latitude and longitude on atlas mapsUse atlases to find out the features of a place |
| **Vocabulary** |
| **Antarctica** | Polar, South Pole, iceberg, emperor penguin, albatross, South Georgia pipit, Antarctic hair grass, Antarctic pearl wort |
| **The geography of World War 2** | Allies, borders, Germany, Italy France, Russia, Japan, United States of America, Coventry, Liverpool, London, Normandy, axis |
| **Mexico** | Mexico City, Copper Canyon, Chihuahuan Desert, Lacandon Jungle, Tropic of Cancer, temperate, tropical, tortillas, tacos, enchiladas, guacamole, equator, latitude, longitude, Rio Grande  |