



## Geography – End Points

**Intent:** At North Ferriby Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables pupils to develop knowledge and skills that are transferable to other curriculum areas. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge, and skills. We seek to inspire in children a curiosity and fascination about the world and the people in it, which, will remain with them for the rest of their lives. We promote the children’s interest and understanding of diverse places, people, resources and natural and human environments. The curriculum fosters an understanding of the Earth’s key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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?).</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> <li>• Use basic geographical vocabulary to refer to:               <ol style="list-style-type: none"> <li>a) key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>b) key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• 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.</li> <li>• Name and locate countries and cities of the United 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.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Describe key aspects of:               <ol style="list-style-type: none"> <li>a) physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>b) human geography, including: settlements and land use.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe and understand key aspects of:               <ol style="list-style-type: none"> <li>a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>b) human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ol> </li> </ul>