Subject	End of EYFS	End of Key Stage 1 end points	End of Key Stage 2 end points
Geography	**People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.	**Locational and Place Knowledge** • Name and locate the four countries of the United Kingdom and their capital cities. • Name and locate the seven continents and five oceans of the world. • To be able to describe the local area (including the school) and its features. • To be able to compare one small area of the UK with another area on a different continent (Shanghai). **Human and physical geography** • To be able to describe different types of weather. • To know the four seasons and their typical features in the UK. • To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra • To be able to explain how the climate has affected the landscape in each example. • To be able to identify key human features of an area, such as: city, town, village, factory, farm, house, office, port, harbour and shop. • To be able to identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and	**Locational and Place Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (The Alps), and a region within North America **Human and physical geography** • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

		weather
		
		Geographical skills and fieldwork
		• Use simple maps, globes and atlases to locate the UK, England, Ireland, Scotland, Wales, the 7 continents and 5 oceans.
		• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
		• Use simple compass directions (North, South, East, West).
		  • Use locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
		  • Create and use simple maps and symbols using a key.
		  • Carry out simple fieldwork in our school grounds and local area to observe, record and describe simple human and physical features.
			Geographical skills and fieldwork
			• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
			• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
			• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.