

## Coverage and Endpoints

				Endpoints
<b>Class 1</b>	<p><b>ELG – Understanding the World</b> <b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p> <p><b>The Natural World</b></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	<p><b>DM -Mathematics (3/4 year olds)</b></p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>	<p><b>DM - Understanding the World (3/4 year olds)</b></p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><b>(Reception)</b></p> <p>Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries</p>	<p><b><u>By the end of the year pupils should be able to (ELG):</u></b></p> <p>Begin to understand that they are part of their own locality, which is part of a bigger world.</p> <p>Begin to learn about different people in different communities</p> <p>Be able to comprehend features in their own environment</p> <p>Will be able to use a range of language to describe one object in relation to another</p> <p>Will be able to map their classroom through play and simple drawings</p> <p>Look at simple, large maps</p> <p>Will be able to describe a route form one place to another in school</p> <p>Use programmable toys to make a simple route form one object to another</p> <p>They will be able to comment on what they see around them when out and about and sequence what they saw on their journey.</p> <p>They will be able to notice differences between our locality and another using a range of sources, including their own experiences. e.g. a beach, a tram line, tall buildings etc</p> <p>They will be able to say what the weather is today</p> <p>Find out about where some of their food comes from</p>

	<p>experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		<p>Explore the natural world around them</p> <p>Recognise some environments that are different from the one in which they live</p>	
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Year A				
	Autumn	Spring	Summer	Endpoints
Class 2 and 3	Study of the local area – our school	Weather and seasons (incl. intro to the water cycle)	Continents and oceans	<p><b><u>By the end of the year, pupils should be able to:</u></b></p> <p>Understand where school is in the local area            Develop knowledge about their locality.            To understand what the school building and its surrounding area looks like.            Recognise first-hand observations about their school.            Identify human features in the school grounds.            Understand the difference between human and physical features.            Use maps.            Use simple compass directions (North, South, East, and West)            Describe location of features on a map.            Use aerial photographs and devise maps with basic symbols.            Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of the surrounding environment.</p> <p>Locate the UK on a map.            Find and name the countries in the UK.            Identify location of hot and cold areas in the world.            Recognise changes that are happening in the UK and local environment due to weather.            Identify seasonal and daily weather patterns in the United Kingdom.            Describe UK types of daily weather patterns and extreme weather.            Know about the weather in their locality.            Gain a better understanding of the weather through weather observations, gathering data and performing simple tests.            Understand the current season by collect evidence from the school site.            Measure weather, e.g., rainfall and wind speed over a period of time.</p> <p>Name and locate the world's seven continents and five oceans.            Compare and understand similarities and differences between different continents.            Compare and understand similarities and differences between different oceans.            Use basic geographical vocabulary to refer to:            - key physical features, including: beach, cliff, coast, sea, ocean,            - key human features, including: city, town, port, harbour            Use world maps, atlases and globes to identify the continents and oceans.            Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p><b>In addition, Year 3:</b>            Describe and understand key aspects of the land use of the school            Use the eight-point compass and four-point grid reference on a map.</p> <p>Recognise the countries of the UK and find topographical features which may affect the weather.            Begin to recognise some sense of how places relate to one another.</p>

				<p>Describe and understand key aspects of physical geography, including the water cycle. Use fieldwork instruments independently. Use the eight points of a compass.</p> <p><b>Mapping Skills:</b> Use aerial photographs to find information. Use a prepared map to follow a route. Use directional language, N, S, E, W and use a compass in the grounds. Find a given symbol on a Ordnance Survey map. Begin to use a key on a map. Use globes and maps to identify the equator and find locations in the UK and worldwide. Use real maps and digital maps to look at weather of different places, including where they live. Highlight areas on a map. Zoom in and out of maps. Recognise continents and oceans on a map.</p> <p><b>In addition, Year 3:</b> To make and use a simple route on a map. Use an aerial map of the school and grounds. Use a four-figure grid reference. Sketch maps and create graphs of findings.</p> <p>Use scale bar to calculate distances.</p>
Class 4 and 5	Volcanoes and Earthquakes	Study of a European location	Biomes and Vegetation belts	<p><b>By the end of the year, pupils should be able to:</b></p> <p>Locate the world's countries, using maps, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Look at topographical features (craters). Understand physical geography of a region. Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital mapping to locate countries and describe features. Use the eight points of a compass. Use four figure grid references, symbols and key, including OS maps.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a European country. Describe and understand key aspects of physical and human geography. Use maps, atlases, globes and digital mapping to locate features.</p> <p>Locate the world's countries, using maps. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p>

				<p>Understand geographical similarities and differences through the study of human and physical geography of a region.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Mapping skills:</b></p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Use index and contents page of atlas.</p> <p>Use thematic maps for specific purposes.</p> <p>Use maps to research factual information about locations and features.</p> <p>Use atlases, maps and globes.</p> <p>Use 4-figure coordinates to locate features.</p> <p>Add a range of annotation labels and text to help me explain features and places.</p> <p>Use maps at different scales to illustrate a story or issue.</p> <p>Use maps to research factual information about locations and features.</p>
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	Year B			
	Autumn	Spring	Summer	Endpoints
Class 2 and 3	Study of the local area - Wilmslow	Hot and cold places	A contrasting non-European location	<p><b>By the end of the year, pupils should be able to:</b></p> <p>Name, locate and identify characteristics of the area I live in.  Use basic geographical vocabulary to refer to key physical and human features.  Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: woodland, forest, hill, river, soil, valley, vegetation, season and weather.</li> <li>- key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Use a four-point compass.</p> <p>Identify hot and cold places in the world in relation to the Equator and the North and South Poles.  Understand the geographical similarities and differences looking at the physical geography of hot and cold places.  Identify seasonal and daily weather patterns in the United Kingdom.  Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.  Use digital mapping.  Use simple compass directions to and directional language (e.g., near and far, left and right) to describe the features and routes on a map.</p> <p>Name and locate the world's seven continents and five oceans.  Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country.  Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p><b>In addition, Year 3:</b>  Use eight points on a compass and four number grid references.</p> <p>Locate world's countries relevant to topic, looking at key physical and human characteristics.  Identify the positions of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.  Begin to understand climate zones.  Use eight points of a compass and four figure grids on a map.</p> <p>Locate Zambia on a map and identify key topographical features.  Describe and understand key aspects of:</p>

				<p>physical geography: climate, vegetation, rivers  human geography: types of settlement and land use, economic activity, distribution of food.  Use digital mapping to locate countries and describe features.</p> <p><b>Mapping skills:</b>  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Make a messy map of my area.  Include a title, key and simple scale on my map.</p> <p>Use maps to locate hot and cold places.  Locate the Equator and the Poles.  Use digital mapping to locate countries and describe features.</p> <p>Locate Zambia and Africa on a map.  Locate Mugaranemo on a hard map/digital map.  Use maps and aerial views on google earth to compare the location to their own local area.  Make maps with keys and symbols</p> <p><b>In addition, Year 3:</b>  Add my own co-ordinates to my map.</p> <p>Calculate the distance from their local area to Zambia using a scale map and checking.  Make a scaled map with features of the village of Mugaranemo.</p>
<p><b>Class 4 and 5</b></p>	<p><b>Rivers – local/UK/world Inc. water cycle</b></p>	<p><b>Global study – South America inc. Rainforest</b></p>	<p><b>Study of a contrasting UK locality – Year 5/6 Malham</b></p>	<p><b>By the end of the year, pupils should be able to:</b>  Name and locate places in the UK and their physical features, key topographical features, such as rivers, hills, coasts and understand how aspects have changed over time.  Understand differences through the study of human and physical geography.  Describe and understand key aspects of:  Physical geography, including: rivers and the water cycle  Human geography, including: types of and use, distribution of water.  Use maps, atlases, globes and digital mapping to locate features.  Use four and six grid references.  Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Understand geographical similarities and differences through the study of human and physical geography of a region of South America.  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers  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.</p>

				<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Describe and understand key aspects of physical geography, including: mountains, rivers and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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 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.</p> <p><b>Mapping skills:</b></p> <p>Use 4 and 6- figure coordinates to locate features.</p> <p>Make sketch maps of an area using symbols and key.</p> <p>Draw thematic maps for example, local open spaces.</p> <p>Use maps to research factual information about locations and features.</p> <p>Use maps and aerial photos to help talk about a place.</p> <p>Use latitude and longitude in an atlas or globe.</p> <p>Use maps to research factual information about locations and features.</p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Follow routes on maps saying what is seen.</p> <p>Follow a route on 1:50 000 Ordnance Survey map.</p> <p>Use agreed and Ordnance Survey symbols.</p> <p>Sketch maps of an area using symbols and key.</p>
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Year C				
	Autumn	Spring	Summer	Endpoints
Class 2 and 3	UK countries and regions and land use	Climate zones	Mountains	<p><b>By the end of the year, pupils should be able to:</b></p> <p>Name, locate and identify characteristics of the four main countries and capital cities of the United Kingdom and its surrounding seas.            Understand geographical similarities and differences through studying human and physical geography of UK            Use basic geographical vocabulary to refer to key physical and human features.            Use atlases and globes to identify the United Kingdom and its surrounding countries.            Use simple compass directions (N, S, E, and W) and locational and directional language (near, far, left and right) to describe the location of features on a map.            Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Name and locate the seven continents and five oceans.            Understand similarities and differences between climate zones.            Explore weather patterns in different climates in the world.            Use world maps, atlases and globes.            Use directional language.</p> <p>Name and locate the seven continents and five oceans.            Understand geographical similarities and differences through studying physical geography.            Use basic geographical vocabulary to refer to:            Key physical features, including mountains.            Use atlases and globes.            Use simple compass directions (N, S, E, and W) and locational and directional language (near, far, left and right) to describe the location of features on a map.            Use aerial photographs and plan perspectives to recognise landmarks and physical features.</p> <p><b>In addition, Year 3:</b>            Name and locate counties and cities in the UK, geographical regions and their identifying human and physical features, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>

				<p>Understand geographical similarities and differences through the study of human and physical geography of regions of the United Kingdom  Use maps, atlases, globes and digital mapping to locate countries and describe features.  Use the eight points of a compass.  Use four figure grid references, symbols and key, including OS maps.</p> <p>Identify the different lines of latitude and explain how latitude is linked to climate.  Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.  Compare temperate and tropical climates.  Explore weather patterns within a climate zone.  (KS1 beginning)  Describe and understand key aspects of physical geography, including: climate zones.  Use digital mapping.</p> <p>Recognise key topographical features – mountains.  Describe and understand key aspects of:  Physical geography, including: mountains  Human geography, including: distribution of natural resources  Use maps, atlases, globes and digital mapping.  Use the eight points of a compass.</p> <p><b>Mapping skills:</b>  Use aerial maps, including finding information from them.  Use maps to find out why places are where they are.</p> <p>Use maps to find out information about the world.  To know that maps give us information about the world.</p> <p>Zoom in and out of a map.  Highlight areas on a map.  Find information on an aerial photograph.  Draw a simple map</p> <p><b>In addition, Year 3:</b>  Use atlases, maps and globes.  Use maps of varying scales.  Locate features on maps.  Begin to recognise patterns on maps and explain what they show.  Use maps to explain why places are like they are.</p> <p>To use maps of more than one scale.  Recognise patterns on maps.</p> <p>Locate features on a map.  Recognise patterns on maps.  Make a map of a small area with features in the correct place.</p>
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<p><b>Class 4 and 5</b></p>	<p><b>Trade and economic activity with a further focus on food.</b></p>	<p><b>Global study – North America</b></p>	<p><b>Local study – changes to land use in Manchester</b></p>	<p><b><u>By the end of the year, pupils should be able to:</u></b></p> <p>Locate places and identify relevant human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.  Understand geographical similarities and differences through the study of human and physical geography.  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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate the world’s countries, using maps to focus on, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Understand geographical similarities and differences through the study of human and physical geography of a region of North America.  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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.  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.  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.  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.</p> <p><b><u>Mapping skills:</u></b></p> <p>Use maps of different scales.  Highlight areas on a map.  I can use maps at different scales to illustrate a story or issue.  I can use linear and area measuring tools accurately.</p>
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	Key Stage 1
	Lower Key Stage 2
	Upper Key Stage 2