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| Hexham First School  End Points of Learning in Geography Curriculum | | | | | |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
| Early Years Foundation Stage | | Key Stage 1 | | Key Stage 2 | |
| Pupils can understand the vocabulary and meaning of positional language.  Pupils can describe the location of things using positional language.  Pupils can describe a familiar route.  Pupils can talk about a familiar location on a computerised map.  Pupils know there are different Countries in the world.  Pupils can talk about characteristics of environments.  Pupils show respect and care for the environment and loving things.  Pupils have a wide experience of hands-on exploration of natural materials. | Pupils can talk about their experience of the local area:Hexham.  Pupils can draw simple maps of a familiar journey.  Pupils can talk about similarities and differences between a natural environment close by (Dukes Wood) and a Contrasting environment (Africa - Serengeti.)  Pupils can talk about similarities and differences between life in this Country and life in other Countries.  Children can talk about what they notice about seasonal changes. | Pupils can use a map and globe to locate places within the UK.  Pupils can talk with some confidence about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas.  Pupils can identify the seasons and associated weather patterns in the UK.  Pupils can use a growing vocabulary to describe geographical features.  Pupils can use simple observational fieldwork skills to study the school and its grounds | Pupils can use a map and globe to locate places within the UK and contrasting countries.  Pupils can use world maps, atlases and globes with growing confidence.  Pupils can use a growing vocabulary to describe geographical features.  Pupils can use simple observational fieldwork skills to study the wider local area.  Pupils can identify simple compass directions of North South East and West.  Pupils can use aerial photographs with growing confidence.  Pupils can devise a simple map and construct a basic symbol-based key for the map.  Pupils can use a map or globe to locate the seven continents and five oceans in the world. | Pupils can name and locate and name counties and cities within the UK.  Pupils can locate key topographical features such as hills, mountains, rivers and coast.  Pupils can compare and contrast human and physical geographical differences in contrasting locations.  Pupils can identify types of settlement and land use.  Pupils begin to use the eight points on a compass.  Pupils can use maps, atlases, globes and digital mapping to locate countries.  Pupils begin to use OS maps and recognise symbols and keys.  Pupils can identify and locate and know the significance of the position of latitude, longitude, Equator, Northern and Southern Hemisphere.  Pupils can identify and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. | Pupils can understand and explain how land use may have changed over time.  Pupils can compare and contrast human and physical geographical differences in contrasting locations.  Pupils can identify types of settlement and land use including distribution of energy, food, and water.  Pupils begin to relate location to trade links.  Pupils can use maps, atlases, globes and digital mapping to locate countries.  Pupils can use OS maps and recognise symbols and keys  Pupils can key topographical features such as hills, mountains, rivers and coast. |