

Geography Curriculum End Points – Upper Key Stage 2

Geographical Knowledge	The UK and Local Area
	<ul style="list-style-type: none"> <li>• Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>• Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>• Can recognise broad land-use patterns of the UK (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population).</li> </ul>
	The World and Continents
	<ul style="list-style-type: none"> <li>• The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps.</li> <li>• The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America.</li> <li>• (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</li> <li>• Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).</li> </ul>
Geographical Understanding	Physical Themes
	<ul style="list-style-type: none"> <li>• Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</li> <li>• Can describe what the climate of a region is like and how plants and animals are adapted to it.</li> <li>• Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).</li> </ul>
	<ul style="list-style-type: none"> <li>• Can describe and understand a range of key physical processes and the resulting landscape features.</li> <li>• Can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).</li> </ul>
	Human Themes
	<ul style="list-style-type: none"> <li>• Know and understand what life is like in cities and in villages and in a range of settlement sizes.</li> <li>• Can understand that products we use are imported as well as locally produced.</li> <li>• Can explain how the types of industry in the area have changed over time.</li> <li>• Can understand where our energy and natural resources come from (e.g. prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses).</li> </ul>
	Understanding Places and Connections
	<ul style="list-style-type: none"> <li>• Understand how a region has changed and how it is different from another region of the UK (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people).</li> </ul>
	<ul style="list-style-type: none"> <li>• Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).</li> <li>• Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>• Understand how human activity is influenced by climate and weather.</li> <li>• Understand hazards from physical environments and their management, such as avalanches in mountain regions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be protected).</li> </ul>
Geographical Skills and Enquiry	Map and Atlas Work
	<ul style="list-style-type: none"> <li>• Can use an atlas to locate many countries, cities and key features in Europe or North and South America.</li> <li>• Can use a map to locate the states of the USA.</li> <li>• Can use an atlas to name and locate a range of cities and counties in the UK (e.g. use an atlas with confidence to locate places using latitude and longitude; be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others).</li> </ul>
	<ul style="list-style-type: none"> <li>• Know that six-figure grid references can help them find a place more accurately than four-figure grid references.</li> <li>• Can use the scale bar or 1 km grid to estimate distance.</li> <li>• Can recognise patterns on maps and begin to explain what they show (e.g. independently follow a stretch of river downstream on an OS map and identify human and physical features along the river's course and record these with grid references; write a description of the river's course using this information).</li> </ul>
	Fieldwork and Investigation
	<ul style="list-style-type: none"> <li>• Can make sketch maps of areas using symbols, a key and a scale.</li> <li>• Can use digital maps to investigate features of an area.</li> <li>• Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</li> </ul>
<ul style="list-style-type: none"> <li>• Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council).</li> </ul>	