



Cliftonville Geography Curriculum Endpoints

By the end of Y1:

- name and locate the four countries of the UK and London
- name and locate the world's seven continents
- describe seasonal weather patterns in the UK
- use basic geographical vocabulary to refer to local human and physical features
- know that countries near the poles are cold and countries near the Equator are hot
- use North, South, East and West to describe the location of features and routes on maps of the classroom and school
- use maps, atlases, globes, aerial photographs and Google Earth to identify locations studied
- complete a simple class map with symbols
- use simple fieldwork and observational skills to study the geography of the school and its grounds.

By the end of Y2:

- name and locate the four countries of the UK and their capital cities
- name and locate the world's seven continents and five oceans
- name and locate the surrounding seas/oceans of the UK
- describe similarities and differences between Jamaica and the UK, in terms of physical and human features, using a wider range of geographical language
- use North, South, East and West to describe the location of features
- use maps, atlases, globes, aerial photographs and Google Earth to identify locations studied
- complete a simple Margate-based map with symbols
- use simple fieldwork and observational skills to study the physical and human features of the local area (Margate seafront).

By the end of Y3:

- name and locate countries in Western Europe
- identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere
- name and locate some counties, cities and geographical regions of the United Kingdom
- describe the similarities and differences between two regions of the UK (Thanet and Newcastle/Northumberland), referring to the human and physical geography of the regions
- understand and describe the processes involved in the water cycle
- describe some features of settlement and land use in the UK
- use the eight points of the compass
- use maps, atlases, globes and digital/computer mapping to locate countries in Europe and identify features
- devise a map of the classroom with symbols
- use fieldwork to observe, measure, record and present some of the human and physical features in the local area (central Margate).

By the end of Y4

- identify the position and significance of the Arctic and Antarctic circles
- locate seas/oceans in northern Europe
- locate some of Africa's countries and the oceans around the continent
- describe and understand key aspects of African physical geography including: climate zones, biomes, vegetation belts and rivers

- describe and understand key aspects of African human geography, including: types of settlement, land use and natural resources
- describe and understand the interaction between physical and human processes: the role of the River Nile in the development of Ancient Egypt
- describe geographical similarities and differences between locations (UK and Africa)
- use four-figure grid references
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- devise a map of the school grounds with symbols
- use fieldwork to observe, measure, record and present information about the physical features of the school grounds.

By the end of Y5

- identify the position and significance of lines of longitude and latitude, including the Tropics of Cancer and Capricorn
- identify human and physical features of Thanet on an ordnance survey map
- describe and understand the interaction between physical and human processes (the location of Baghdad and trade routes; the effect of volcanoes and earthquakes on human processes in Italy; Ramsgate Tunnels built in chalk cliffs)
- describe and understand key aspects of physical geography: rivers, mountains, volcanoes, earthquakes, erosion
- describe and understand key aspects of human geography, including: land use and natural resources
- describe geographical similarities and differences by comparing tectonic activity in the UK and Italy
- use six-figure grid references
- use fieldwork to observe, measure, record and present the human and physical features in the local area (Ramsgate Tunnels).

By the end of Y6

- identify and understand time zones and the Prime/Greenwich Meridian
- locate Australia and Greece; and their surrounding seas/oceans
- describe and explain local land-use patterns and changes over time
- describe geographical similarities and differences by comparing Margate before, during and after the Victorian era – particularly the development of the railway
- describe and understand key aspects of human and physical geography and the interaction between physical and human processes, in terms of the effect the landscape has on land use, location of settlements and availability of natural resources
- use fieldwork to observe, measure, record and present the human features in the local area (How did Victorian industrialisation and urbanisation change Margate?)