

Geography End Points

Intent: At Leyland St James' CE Primary School and Nursery our Geography curriculum is designed to inspire a curiosity and fascination about the world. Our curriculum is inclusive to every child and equips them with knowledge about places, people, resources including the key natural and human environments of Earth. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Leyland and Lancashire to enable children can develop an understanding of who they are, their heritage and what makes our local area unique and special. Through high quality teaching, we develop the following essential characteristics of geographers:

- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- A rich understanding of geographical knowledge and vocabulary;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our Local Area - I know identify landmarks around school and the local area. - I know how to follow a simple map. - I am able to create a simple map from home to school.	The United Kingdom - I know Leyland is the town I live in which is part of England. - I can locate England, N.Ireland, Wales and Scotland on a map. - I know famous landmarks of England, N.Ireland, Wales and Scotland.		Caring for Our Environment - I know arial photographs can be used to find houses, roads, churches and fields - I know how to look after my local area by picking up litter. - Littering is against the law and its our job to look after Leyland. - Litter makes adds to pollution, it affects animals’ habitats, makes local area look unpleasant - I know who David Attenborough is and how he helps us look after our environment.	Comparison Study: Worden Park to Central Park! - Human features of Worden Park are car parks, roads and paths, café and the park. - Physical features of Worden Park are ponds, woodlands, large grass areas. - Human features of Central Park are bandstand, arched bridges, ice skating park and nature sanctuaries to visit animals. - Physical features of central park include grass and woodlands, meadows, rocky areas. - I can create a simple map of Worden Park.	
Year 2	Our Local Area - Physical features of Leyland area include woodlands, the River Ribble, grass areas. - Human features of Leyland are roads, St James church, our school, shops, park. - My local map includes physical and human features of Leyland.	Continents and Oceans - Asia, Africa, North America, South America, Antarctica, Europe and Australia are the 7 continents of the world. - I can locate each continent on a map. - The oceans of the world are the Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean - I can use an atlas to locate each ocean of the world. - I can use the equator line to show if a country is likely to be hot or cold.	The Big Bad Wolf! - I can identify human and physical features in the Big Bad Wolf. - I can plan a route (map) for the Big Bad Wolf to quickly reach Grandma’s house using compass directions North, South, East and West including a map key.	United Kingdom - Children will be able to name, locate and identify of the four countries that make up the UK and the capital cities. - Children will be able to talk about some of the characteristics of the four countries.	Kenya -Children can locate Kenya on a map. The human features of Kenya are city (Nairobi) towns, buildings, trainlines, Cornerstones School. Physical features of Kenya are Lake Victoria, Mount Kenya and Sandy beaches (Indian ocean). Cornerstones School is linked to St James, the children who attend live in poverty and are supported by us through fundraising. (the above end points will draw upon comparisons to Leyland).	

Year 3	Why do people live near volcanoes? - The layers of the earth are crust, mantle, inner core and outer core. - Mountains are formed at plate boundaries - where two plates meet, pressure is put on the plates, and one (or both) folds upwards to create mountains. - Volcanoes happen when hot, melted rock pushes up through cracks in the ground where giant Earth plates meet. - The negatives of living near a volcano are Hot Lava Flows: Streams of molten (melted) rock can burn everything in their path, including trees, roads, and houses. - The positive to living near a volcano is Tourism and Jobs: Many people travel to see dramatic mountains, craters, and hot springs. This brings visitors who spend money, creating local jobs in hotels, shops, and tour guides. - To know that an earthquake is the intense shaking of the ground known as a natural disaster.		Who lives in Antarctica? - Climate is the long-term average weather pattern of a place over many years. - Antarctica is located at the very bottom of the Earth at the South Pole. - Physical features of Antarctica include ice and snow; mountains and volcanoes and wildlife such as penguins. - Human features of Antarctica include scientific work stations used to study land and animals. - I can create a 4 figure grid reference to plot Shackleton’s route. - I can create my own expedition map around my school.		Are all settlements the same? - The three types of settlements are village, town and city. - villages contain a small range of buildings and services, for example, houses, a primary school, a doctor's surgery - Leyland is a town. Towns have a range of buildings, including many houses, a primary and secondary school, and sometimes shopping centres and train stations. - Cities are the largest type of settlement with airports, ports, skyscrapers. - Leyland used to large farmlands and fields - it has changed a lot over time, now used for: Recreational (parks and leisure), housing, transport, shopping and agricultural. 1. Roads and offices, e.g. in Connaught Place. The New Delhi Railway, The Delhi Metro, Shops, Historical monuments, e.g. tombs and Delhi Memorial. 2. Places of worship, e.g.the Lotus Temple. 3. The Yamuna River.	
Year 4		Why are rainforests important to us? - A biome is an area with a similar climate, landscape, plants, and animals such as: savannah, tundra, desert and tropical rainforest. - The 4 layers of the rainforest are: forest floor, understorey layer, canopy and emergent layer. - The Amazon Rainforest is South America (Brazil) and Indigenous people live there.		Where does our food come from? - Different foods require different conditions, for example, temperature, rainfall, types of soil and amount of sunlight. - Importing and exporting is bad for the environment as it adds to pollution. - Children can explain how we get chocolate – from tree to supermarket.		What are rivers and how are they used? - The water cycle is the continuous recycling journey of Earth's water moving from land and sea to the sky and back - Rivers: A river begins at its source, which is usually located high up in mountainous or hilly areas. - Famous rivers include Mississippi River(North America), Amazon River (South America) and locally the River Ribble (Leyland, UK, Europe)

		- Indigenous people and the rainforest face many threats including deforestation. - Children to create an information text to share the threats to local communities within the rainforest.		- Children can explain food is imported from other countries and explain why. - We can import them by boat, aeroplane or train from other countries. - Children can explain where our school dinners come from and present this to parents (class assembly)		- Children to create an information text to explain how rivers are used around the world including: <i>Habitats, Food and Drink, Agriculture & Soil, Minerals, Transport, Leisure, Settlements</i>
Year 5		What is life like in the Alps? - The Alps are mountainous areas which cover parts of The Alps run through eight European countries: France, Switzerland, Italy, Austria, Germany, Slovenia, Liechtenstein. - The physical features include Mountains, glaciers, lakes, rivers, deciduous trees and forest on the valley floor, coniferous forest. - I can talk about famous landmarks including, Lake Worthersee, Pasterze Glacier, Mont Blanc and cable car) - Children to make comparisons from Leyland to the town of Innsbruck through the creation of a brochure.		Why do oceans matter? - We use oceans for food and Fishing, Transport and Trade, Resources and Energy, Leisure and Tourism and Climate and Life Support. - The Great Barrier Reef is located off the coast of Australia, - The Great Barrier Reef helps people in many ways: 1. It is home to lots of sea animals and fish. 2. Many people catch these fish for food and jobs. 3. The reef helps protect the coast from storms and strong waves. 4. It can provide ingredients for medicines that help treat illnesses. - Children create a final piece to share how oceans are suffering considering Plastic and Marine Litter, overfishing and climate change.		Would you like to live in the desert? - A desert is defined as any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife. - Deserts can be hot or cold. - Children are able to locate the Mojave Desert in North America. - Physical features include of deserts include sand dunes, mushroom rocks, mesa, natural arch and salt flats. - Deserts can be used by humans in the following ways: Resource and Mineral Extraction, Energy Generation: Deserts receive high amounts of sunlight and open space, making them prime locations for solar energy, Agriculture and Farming, Settlement and Living, Tourism and Recreation. - The threats to the desert are • Drought: • Desertification: pressures. • Flash floods: • Human activities: Land use pressures such as mining, ranching,
Year 6	Why does population change?			Exploring Eastern Europe	-	Trade and Economics Unit under development

	- Children can explain how the global population is changing. - I know what birth and death rate means. - People migrate due to environmental, economic and social factors. - Changing climate patterns, rising temperatures, and environmental pressures affect where and how people live - Children to collect data on our own population and explain how this could impact our environment.			- describe a Europe as a large landmass and continent in detail.; - identify some countries in Eastern Europe; through the use of an atlas or digi-map. - - tell you about important physical features and climate of an area of eastern Europe - Ukraine - Useful for understanding how conflict can affect population and migration - Children to research a chosen country to compare population, climate, physical geography, migration, and quality of life e.g. Poland, Romania, Bulgaria, Hungary - Plan and explain what planning is needed for a trip abroad; - identify the countries affected by the Chernobyl nuclear disaster.		- Children explore what we trade, why it is beneficial. - Children explore the benefits of trade and why it is important. - Focus study of UK/El Salvador trading – benefits. - Children explore and present information on the global supply chain and share with parents key learning - Comparing modern day trading to Tudor and Victorian era.
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