

Geography KS2 ENDPOINTS



By end of year 6 pupils will be able to

| Strand | Year 6 |
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| Geographical Enquiry | <p>Set own challenging questions when investigating geographical features and issues.</p> <p>Select appropriate sources of primary and secondary information to support investigation.</p> <p>Select an appropriate way in which to present statistical information and findings.</p> <p>Ensure that conclusions make accurate reference to the evidence presented.</p> |
| Geographical Skills & Fieldwork | <p>Use a range of equipment and maps to conduct independent fieldwork.</p> <p>Communicate findings using complex terminology, e.g. erosion, delta, meander.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing</p> <p>Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass.</p> <p>Locate a city in the UK using six-figure grid referencing.</p> <p>Map a route to other locations in Europe and beyond.</p> <p>Plot a series of points along a route and use the scale to calculate the distance.</p> |
| Location & Place Knowledge | <p>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</p> <p>Support reasons for the physical and human features of a range of location with factual evidence. (UK , beyond Uk including a contrasting non-European country)</p> <p>Compare and contrast the world's seven continents and five oceans Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles Identify the Equator, and the Tropics of Cancer and Capricorn.</p> |

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| | <p>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop.</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK.</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</p> |
| Human and Physical | <p>Identify a range of physical processes, e.g. vegetation belts and the water cycle.</p> <p>Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.</p> <p>Give simple explanations for the location of human and physical features within a locality.</p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality.</p> <p>Compare and contrast an increasing range of geographical patterns.</p> |
| Sustainability | <p>Recognise and describe the different views that people may hold when changes are made to the environment.</p> <p>Talk about and describe how people's actions can damage and improve the environment.</p> <p>Talk about and describe the ways in which groups try to manage an environment's sustainability.</p> <p>Describe how decisions made about places and environments can impact on the lives of the people who live there.</p> |