

## Bournville Village Primary School – End Points Document

Reception By the end of unit...	Children will know...	Children will be able to...
People	<ul style="list-style-type: none"> <li>• They belong to the Bournville school community, which is in the village of Bournville, which is in the city of Birmingham</li> <li>• There that some places are special to members of their community</li> <li>• About the natural world around them, in particular the change in seasons</li> <li>• (Walk to the local shops)</li> <li>• That their address is the place where they live</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a simple story map</li> <li>• Understand a simple map of the local area</li> <li>• Recite their address</li> </ul>
Water	<ul style="list-style-type: none"> <li>• That 70% of the Earth is covered with water.</li> <li>• That water is recycled.</li> <li>• That water flows in a river and has a direction.</li> <li>• That we get our water from taps which take water from <b>lakes, reservoirs</b> and <b>rivers</b> following a treatment process (explanation of cleaning only).</li> <li>• That not everybody gets water from a tap.</li> <li>• That <b>rain</b> is a form of water and falls from the <b>sky</b> in <b>droplets</b> which can cause <b>puddles</b> to develop on the ground.</li> <li>• That water is a type of habitat which is found in the UK near to rivers, lakes and ponds</li> <li>• The difference between man-made and natural bodies of water</li> <li>• That our local area has natural and man-made water sources: the brook, yachting pool.</li> <li>• There are different bodies of water, streams, rivers, seas and oceans</li> <li>• There are 5 <b>oceans</b> around the world</li> <li>• That the sea is <b>salty</b></li> <li>• Know the geographical terms for parts of the seaside; <b>coast, beach, cliff, sea, promenade</b></li> <li>• Some similarities and differences between life in this country and life in other countries – link to festivals</li> <li>• That India is a different country in the world</li> <li>• (Visit in the local area to see bodies of water)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different bodies of water – find similarities and differences</li> <li>• Begin to identify similarities and differences between India and Birmingham</li> <li>•</li> </ul>
Life	<ul style="list-style-type: none"> <li>• Recognise that some environments are different to the one in which they live (climate, town/country/coast)</li> </ul>	<ul style="list-style-type: none"> <li>• describe what they see, hear and feel outside</li> <li>• draw information from a simple map</li> </ul>

	<ul style="list-style-type: none"><li>• The effect of changing seasons on the world around them</li><li>• Know that animals live in different places and this is called a habitat</li><li>• Know the names of some different habitats and their geographical location</li><li>• (Visit to the farm)</li></ul>	<ul style="list-style-type: none"><li>• identify familiar places on an aerial view of Bournville</li></ul>
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<b>Year 1 By the end of unit...</b>	<b>Children will know...</b>	<b>Children will be able to...</b>
<p>Our Local Area What's it like to live in our local area?</p>	<ul style="list-style-type: none"> <li>• Their own address consists of a number, street or road name, suburb, city and postcode.</li> <li>• Bournville is in the city of Birmingham.</li> <li>• Birmingham is in England.</li> <li>• A compass is used to give directions.</li> <li>• Maps give us a bird's eye/aerial view of an area.</li> <li>• Begin to understand the distinction between human and physical features of a place.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise a simple map of their route to school.</li> <li>• Follow and give instructions for the four points of the compass.</li> <li>• Use simple fieldwork and observational skills to discuss features of our local area (distinction between physical and human features).</li> <li>•</li> </ul>
<p>Why is it called the United Kingdom?</p>	<ul style="list-style-type: none"> <li>• Know the four countries of the United Kingdom.</li> <li>• Know the capital cities of each country.</li> <li>• Know the seas surrounding the UK.</li> <li>• Know the key facts of the four countries of the UK: highest mountain, important rivers, important landmarks.</li> <li>• Understand the difference between human and physical features of a place.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the four countries of the United Kingdom on a map of the UK.</li> <li>• Name and locate the capital cities: London, Glasgow, Cardiff, Belfast</li> <li>• Use atlases and maps to locate the countries, capital cities and seas surrounding the UK.</li> <li>• Use aerial photographs to recognise landmarks.</li> <li>• Be able to put the landmarks and features into the correct categories: human or physical.</li> </ul>
<p>Journeys- ourselves Which continents have we travelled to?</p>	<ul style="list-style-type: none"> <li>• The world is made up of land and water.</li> <li>• Continents describe the areas of land on the earth/in the world</li> <li>• There are seven continents: Europe, Africa, Asia, North America, South America, Australia, Antarctica</li> <li>• There are five oceans: Pacific, Atlantic, Indian, Southern, Arctic</li> <li>• The Equator is an imaginary line which divides the world into northern and southern hemispheres.</li> <li>• Know that the UK is part of Europe.</li> <li>• Name and locate at least four countries in Europe, from: France, Germany, Spain, Italy, Portugal, Greece, Turkey</li> <li>• Know the capital cities of France, Germany, Spain and Italy (as a minimum).</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial photographs to recognise landmarks.</li> <li>• Use world maps, atlases and globes to identify continents, oceans, the Equator and countries visited.</li> <li>• Re-apply knowledge of four compass points in relation to continents and oceans.</li> <li>• Name and locate the world's seven continents on a world map.</li> <li>• Name and locate the five oceans on a world map.</li> </ul>
<p><b>Year 2 By the end of unit...</b></p>	<p><b>Children will know...</b></p>	<p><b>Children will be able to...</b></p>
<p>The Arctic What is it like to live in a freezer?</p>	<ul style="list-style-type: none"> <li>• Name and locate the seven countries and some important cities in The Arctic on a map.</li> <li>• Countries: Russia, Finland, Sweden, Norway, Greenland, Canada, USA.</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to locate the following: Arctic Circle, Antarctica, countries and cities in the Arctic Circle, the Equator, North and South Pole.</li> <li>• Explain the consequences of global warming on the Arctic.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cities: Murmansk in Russia, Tromso in Norway, Nuuk in Greenland and Yellowknife in Canada.</li> <li>• Identify the hot and cold parts of the world in relation to The Equator and the North and South Poles.</li> <li>• The Equator is an imaginary line which goes around the middle of the world.</li> <li>• The Northern hemisphere is north of the Equator.</li> <li>• The Arctic can be found in the Northern Hemisphere.</li> <li>• Antarctic can be found in the Southern Hemisphere.</li> <li>• Know a human feature is a manmade feature. Human features of the Arctic: Inuit villages, research stations, scientific equipment.</li> <li>• Know a physical feature is a natural feature. Physical features of the Arctic: ocean, ice, glacier, iceberg, mountains, crevasse, Northern Lights.</li> <li>• Understand what it is like to live in the Arctic (a specific region)</li> <li>• Find out about the hours of daylight.</li> <li>• Recognise that global warming is leading to ice caps melting, leading to rising sea levels.</li> <li>• Explain the impact of rising sea levels on The Arctic and the rest of the world.</li> </ul>	
What is Wonderful About Weather?	<ul style="list-style-type: none"> <li>• Know the characteristics (related to weather) of the four countries of the UK.</li> <li>• Understand the seasonal and daily weather patterns of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct field work, take measurements and use observational skills to study the local weather conditions for a given week.</li> <li>• Use the data and information collected to draw conclusions.</li> </ul>
An Island Home Where would we prefer to live?	<ul style="list-style-type: none"> <li>• Know what an island and an archipelago are.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (the Orkney Islands) and of a small area in a contrasting non-European country (Cape Verde Islands)</li> <li>• Use basic geographical vocabulary to refer to key physical features of islands, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• and key human features of islands, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• End point: design own ideal island</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the islands studied.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> <li>• Use aerial photographs to recognise landmarks and basic human and physical features;</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>

Year 3 By the end of unit...	Children will know...	Children will be able to...
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Mountains and Volcanoes	<ul style="list-style-type: none"> <li>• How to locate the Himalayas and Mount Everest on a world map.</li> <li>• The names and locations of the most important mountainous areas of the UK on a map: The Lake District and Peak District in England, The Grampians in Scotland, Snowdonia in Wales and Mourne Mountains in Northern Ireland.</li> <li>• The name and location of the highest mountain in each UK country: Scafell Pike in England, Mount Snowdon in Wales, Ben Nevis in Scotland and Slieve Donard in Northern Ireland.</li> <li>• Understand geographical similarities and differences through the study of a region of the UK (Snowdonia) and a region in a European country (The Alps): location (countries), height of mountains, highest mountain, climate at different times of the year, how they were formed.</li> <li>• The names of the three main types of mountains: fold, fault block and dome.</li> <li>• Locate the Ring of Fire on a map of the world. Understand the significance of the term “Ring of Fire”.</li> <li>• The structure of volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use four-figure grid references, symbols and keys to build knowledge of mountains in the UK.</li> <li>• Describe similarities and differences between Snowdonia and The Alps</li> <li>• Begin to understand and explain the role of plate tectonics in the formation of mountains and volcanoes around the world.</li> <li>• Explain how mountains are formed</li> <li>• Explain the structure of a volcano</li> <li>• Describe some of the positive and negative aspects of living near a volcano.</li> </ul>
Journeys: Food How many miles has our food travelled?	<ul style="list-style-type: none"> <li>• The terms ‘import’ and ‘export’.</li> <li>• Know that there are different climate zones around the world.</li> <li>• Begin to understand the distribution of farming in the UK.</li> <li>• Understand the term ‘food miles’ and begin to appreciate the environmental concerns linked to food miles.</li> <li>• The role of the Fairtrade organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Explain the difference between import and export</li> <li>• Locate key climate zones on a map of the world</li> <li>• Explain how climate determines food production.</li> </ul>
Our Local Area: what is special about Bournville?	<ul style="list-style-type: none"> <li>• Know that symbols on maps represent important human and physical features of a location.</li> <li>• Map keys show what each symbol means.</li> <li>• Understand that maps using different scales show different information about a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps on different scales – what information does each map show?</li> <li>• Use four-figure grid references.</li> </ul>

Year 4 By the end of unit...	Children will know...	Children will be able to...
Settlements: where would you choose to settle?	<ul style="list-style-type: none"> <li>• What a settlement is.</li> <li>• The differences between a hamlet, village, town and city.</li> <li>• The difference between rural and urban.</li> <li>• The UK is divided up into counties. The purpose of counties.</li> <li>• The location and names of some of the counties in England.</li> <li>• Locate areas of high and low population density in the UK on a map.</li> <li>• Why settlements have developed in certain locations – link to learning in history about settlers and invaders.</li> <li>• How the name of a settlement gives us clues about its origins.</li> <li>• Understand the term “land use” and know the different types of land use: recreational, residential, commercial, agricultural, transport.</li> <li>• How land in the area around BVPS is used.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of the compass.</li> <li>• Use directional knowledge (8 compass points) to locate counties on a map.</li> <li>• Follow a route on a map during a walk around the local area.</li> <li>• Colour code a map using information gathered on a walk around the local area.</li> <li>• Make conclusions about land use in the local area.</li> <li>• Use their knowledge of features of a town or village and of maps to design their own location to fulfil given objectives.</li> </ul>
North America: what is special about North America?	<ul style="list-style-type: none"> <li>• The difference between a political and physical map of a continent.</li> <li>• What each type of map shows.</li> <li>• That North America is made up of 23 countries.</li> <li>• The capital city of USA is Washington DC, capital city of Canada is Ottawa and capital city of Mexico is Mexico City.</li> <li>• Know that USA consists of 50 states.</li> <li>• Know what a biome is.</li> <li>• Know that North America is the only continent that contains areas of all the biomes.</li> <li>• Know key characteristics of different biomes: Barrow – Tundra, Churchill – Taiga, Las Vegas – Desert, Costa Rica - Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• Use an atlas to identify countries, cities and key physical features of North America.</li> <li>• Create their own political and physical maps of North America.</li> <li>• Use directional language (8 compass points) to locate the states of USA.</li> <li>• Create their own biome map of North America.</li> </ul>
Coasts: how are they constantly changing?	<ul style="list-style-type: none"> <li>• What a coast/coastline is.</li> <li>• Know the names and locations of some popular coastal destinations of the United Kingdom: Bude, Margate, Tenby, Cromer, Skegness, St Andrews, Weston-Super-Mare, Whitby, Lyme Regis, Tobermory, Llandudno, Blackpool</li> <li>• Know the names and locations of some popular coastal resorts around the world: Phuket (Thailand), Corfu, Jamaica, Rio de Janeiro, Barcelona, Cape Town, Miami, Perth (Australia)</li> <li>• Typical features (human and physical) of coastal areas in the UK.</li> <li>• Understand the process of erosion.</li> </ul>	<ul style="list-style-type: none"> <li>• Debate the proposal to build a hotel in an unspoilt location.</li> <li>• Describe the process of erosion.</li> <li>• Describe the process of deposition.</li> </ul>

	<ul style="list-style-type: none"><li>• Understand the process of deposition and how beaches are formed.</li><li>• Understand how our coastlines in the UK can be protected.</li><li>• Know that coasts have specific habitats that support wildlife.</li></ul>	
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Year 5 By the end of unit...	Children will know...	Children will be able to...
Energy and the Environment: what is 'clean' energy?	<ul style="list-style-type: none"> <li>• The difference between renewable and non-renewable energy sources.</li> <li>• What sustainable means.</li> <li>• The historical location of coal mines and coal-fired power stations in the UK.</li> <li>• The problems associated with the UK's historical reliance on non-renewable energy sources.</li> <li>• There are 'cleaner' alternatives to non-renewable energy.</li> <li>• There are environmental concerns associated with these alternatives.</li> <li>• Russia has vast natural energy resources and is a world super-power.</li> <li>• Key physical features of Russia</li> <li>• Understand the extent of the impact of the Chernobyl disaster.</li> </ul>	<ul style="list-style-type: none"> <li>• Use six-figure grid references to locate key energy sources.</li> <li>• Explain the benefits of renewable energy over non-renewable energy.</li> <li>• Use their knowledge to debate the possible location of a wind farm from different viewpoints.</li> <li>• Explain the significance of Russia as a global energy 'super-power'.</li> </ul>
Rivers and the water cycle: how does water go round and round?	<ul style="list-style-type: none"> <li>• Know what a river is.</li> <li>• Know the different features and stages of a river: upper course, middle course, lower course.</li> <li>• Features: mouth, tributary, meander, delta, source, floodplain, oxbow lake, confluence.</li> <li>• The role of rivers in the water cycle.</li> <li>• The causes and consequences of flooding.</li> <li>• Understand what's similar and what's different regarding the impact of flooding in Cumbria and Bangladesh.</li> <li>• Know the names of the some of the world's most important rivers: Nile, Amazon, Rhine,</li> <li>• Know which continent they are found in and some of the countries they flow through.</li> <li>• Know the names of 6 English rivers from: Severn, Thames, Avon, Tyne, Ouse, Trent, Mersey, Tamar, Exe</li> <li>• Know that the Bourn follows the course: Rea, Tame, Trent, North Sea.</li> <li>• Know what a waterfall is and what part of a river it will be found in. Case study: Niagara Falls.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps to locate rivers and the countries they flow through.</li> <li>• Explain how rivers are formed and the role of rivers in the water cycle.</li> <li>• Conduct local research into flow rate and level of the Bourn in Bournville Park.</li> </ul>
Brazil and the Amazon: why is the Amazon rainforest so important?	<ul style="list-style-type: none"> <li>• Identify physical features of South America on a map: River Amazon, Andes Mountains, Galapagos Islands, Brazilian Highlands, Straits of Magellan.</li> <li>• Know the countries that border Brazil:</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps to name and locate key features of South America and Brazil.</li> <li>• Use climate data to create own graphs.</li> </ul>



	<ul style="list-style-type: none"><li>• Name and locate important physical and human features of the country of Brazil: key cities Rio de Janeiro, Brasilia, Manaus, River Amazon, rainforest,</li><li>• Know that the climate of Brazil is very different to the climate of UK.</li><li>• Understand the term 'urbanisation' and understand push and pull factors in relation to increased urban living in Brazil.</li><li>• Know that living conditions in the city of Rio de Janeiro vary greatly.</li><li>• Understand the structure and extent of the Brazilian rainforest.</li><li>• Know that the Brazilian rainforest is being destroyed. Understand the term 'deforestation'.</li><li>• Understand how human activities are contributing to the destruction of the rainforest.</li></ul>	<ul style="list-style-type: none"><li>• Explain how and why the climate of Brazil is very different to the climate of UK.</li><li>• Explain why more and more people are living in cities and moving out of rural areas in Brazil.</li><li>• Explain how the destruction of the rainforest impacts on global warming/climate change.</li></ul>
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Year 6 By the end of unit...	Children will know...	Children will be able to...
Water, weather and climate: are we damaging our world?	<ul style="list-style-type: none"> <li>• Lines of latitude and longitude are imaginary lines which are used to locate places in the world</li> <li>• What the terms 'climate change' and 'global warming' mean.</li> <li>• How human activities impact on climate change and global warming.</li> <li>• How the disposal and increased use of plastic products is contributing to the problem of pollution in the seas and oceans.</li> <li>• The location of major gyres around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Use lines of latitude and longitude to locate places on world maps.</li> <li>• Explain the devastating effects of climate change and global warming on the world we live in.</li> <li>• Explain how human actions are impacting on global warming/climate change.</li> <li>• Explain why plastic is causing such a massive problem in the oceans.</li> </ul>
Earthquakes: what makes the Earth shake, rattle and roll?	<ul style="list-style-type: none"> <li>• The layers/structure of the Earth.</li> <li>• That the Earth's crust is split into tectonic plates.</li> <li>• What an earthquake and tsunami are.</li> <li>• Know where earthquakes occur most frequently and understand why they occur in these regions.</li> <li>• How the magnitude of earthquakes is measured.</li> <li>• Some of the ways that people who live in earthquake zones adapt their daily lives.</li> <li>• Causes and consequences of the Japanese earthquake/tsunami which occurred in 2011.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how earthquakes occur and the role of tectonic plates.</li> <li>• Give the locations of famous earthquakes using latitude and longitude.</li> <li>• Explain the difference between the Richter Scale and the Mercalli Scale.</li> </ul>
Globalisation: Textiles How many miles do our clothes travel?	<ul style="list-style-type: none"> <li>• The significance of the Prime Meridian/Greenwich Mean Time in determining times around the world.</li> <li>• What 'globalisation of trade' means.</li> <li>• Understand the terms 'import' and 'export'.</li> <li>• Understand the term 'supply chain' and know that there are various stages in a supply chain: primary, secondary and tertiary.</li> <li>• That UK exports goods in addition to importing products.</li> <li>• That the Fairtrade organisation aims to help farmers and producers in less economically developed countries (LEDCs). The term <b>fair trade</b> means that they receive a fair price for the goods that they produce.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the time in different locations around the world using a time zone map.</li> <li>• Explain how and why trade is becoming more global.</li> <li>• Describe the supply chain for a pair of jeans.</li> <li>• Use data to create bar charts and then use these to make generalisations about the types of goods that the UK exports.</li> <li>• Explain the ways in which the Fairtrade organisation supports farmers and producers in less economically developed countries.</li> </ul>