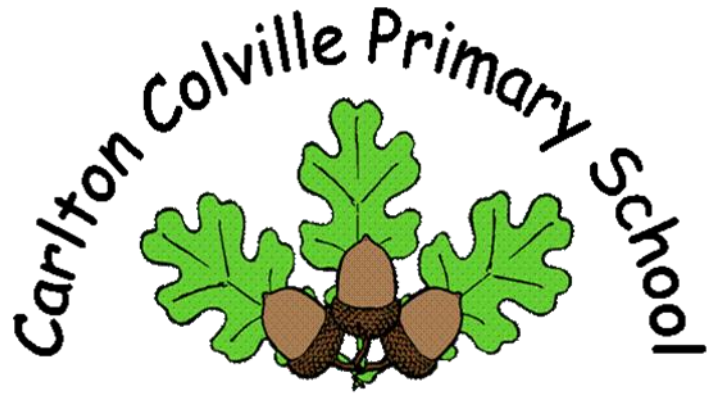

Geography

Assessment Document

Geography - Milestone 1

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate places	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	With the support of a teacher, some geographical questions are asked and answered.	Generally, some pertinent geographical questions are asked and answered.	A good range of pertinent geographical questions are asked and answered.
	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	Guided by a teacher, the key features of a location are identified and described.	There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is.	There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is.
	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world.	There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world.	There is a good knowledge of the countries of United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world.
	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.	A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary.	Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary.

Geography - Milestone 1

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate places	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described.	The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences.	The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons.
	Name and locate the world's continents and oceans.	With the support of a teacher, the world's continents and oceans are named.	The world's continents and oceans are named accurately and there is some application of this knowledge in describing places.	The world's continents and oceans are named accurately and well-reasoned descriptions of places in relation to them are provided.
To investigate patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary.	Some good comparisons, using geographical vocabulary, are applied to contrasting localities.	Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features.
	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	With the support of a teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles.	Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.	Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well-developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.
	Identify land use around the school.	With the support of a teacher, patterns of land use near the school are investigated.	Patterns of land use are investigated and described using geographical language.	Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.

Geography - Milestone 1

Learning Objective	Key Indicators	Basic	Advancing	Deep
To communicate geographically	Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop.	With the support of a teacher, some basic geographical features are identified and used to describe a place.	A growing repertoire of geographical vocabulary is selected to describe places.	A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places.
	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	With support from a teacher, compass directions and locational language are used to describe places.	Generally, compass directions are used accurately and locational language used appropriately to describe places.	Compass directions and locational language are used fluently and accurately to describe places with judicious detail.
	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	With the support of a teacher, simple maps, keys and grid references are used.	Simple maps that include keys and simple grid references are created in a number of contexts.	Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned.

Geography - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate places	Ask and answer geographical questions about the physical and human characteristics of a location.	There are some good examples of geographical questions about the characteristics of a location.	A developing range of geographical questions are asked and answered accurately.	Some very pertinent questions that uncover the nature of a location are asked and answered.
	Explain own views about locations, giving reasons.	When prompted, views about a location are generated with some use of geographical vocabulary to explain them.	Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.	Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations.
	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Some fieldwork techniques are applied when investigating the local area.	A growing range of fieldwork techniques are chosen and applied when investigating the local area.	Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.
	Use a range of resources to identify the key physical and human features of a location.	There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.	Resources are chosen in order to investigate and describe the characteristics of places.	Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.	With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built upon and some key features of its regions explored.	The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.	Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary.

To investigate places continued overleaf.

Geography - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate places	Name and locate the countries of Europe and identify their main physical and human characteristics.	With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.	A growing number of European countries are known and their characteristic features identified using geographical vocabulary.	A large number of European countries are known and criteria are created to show similarities and differences between their characteristics.
To investigate patterns	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/ time zones. Describe some of the characteristics of these geographical areas.	There is some awareness of the terms that can be used to describe geographical patterns.	There is a good level of application of a growing range of terminology to describe geographical patterns.	There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns.
	Describe geographical similarities and differences between countries.	With support from a teacher, similarities and differences between countries are identified.	Criteria are chosen from a list to help describe the similarities and differences between countries.	Well-reasoned criteria are created to describe the similarities and differences between countries.
	Describe how the locality of the school has changed over time.	With the support of a teacher. some of the changes to the locality of the school over time are identified and described using some geographical language.	Geographical language is selected to describe changes to the locality of the school over time.	Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.

Geography - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To communicate geographically	Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.	With guidance from a teacher, some terminology is used to describe locations geographically.	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.	An in-depth understanding of geographical terms is well chosen to provide accurate and concise descriptions.
	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	With guidance from a teacher, position and direction is described using some detail and reference to the united Kingdom.	When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.	A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.

Geography - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate places	Collect and analyse statistics and other information in order to draw clear conclusions about locations.	With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.	A growing range of statistical and other information is selected and used to draw some conclusions about locations.	A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location.
	Identify and describe how the physical features affect the human activity within a location.	There is some awareness that physical features of a location affect human activity and some examples are given.	There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given.	A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity.
	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.	Detailed descriptions and opinions of places justified by using a growing range of geographical resources.	Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.
	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.	Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.	Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.
	Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	There are some good observations about the different representations of a location.	A number of interesting and pertinent observations about various representations of locations are developed and explored.	Some very insightful and well-thought out opinions of different representations of a place are presented and explored.

Geography - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate places	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.	Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.	There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.
	Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.	There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described.	There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.	There is a good awareness of the countries of North and South America and a deep understanding of a particular location.
To investigate patterns	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night).	With some support, the geographical significance of some geographical features and zones are described.	There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.	There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.
	Understand some of the reasons for geographical similarities and differences between countries.	With support, some reasons for geographical similarities and differences between countries are explored.	There is a growing understanding of some of the similarities and differences with some good examples provided.	There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well.

To investigate patterns continued overleaf.

Geography - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate patterns	Describe how locations around the world are changing and explain some of the reasons for change.	With support, changes within locations are described.	There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes.	There is a broad understanding of many changes in locations around the word with an in-depth understanding of some of the changes, which are clearly explained.
	Describe geographical diversity across the world.	There is some awareness of geographical diversity and some good examples are given.	There is a growing understanding of the range of geographical diversities that exist and some good examples are given.	Many types of diversity are understood and some are explained with a high degree of pertinent geographical description.
	Describe how countries and geographical regions are interconnected and interdependent.	There is some awareness of how geographical regions are linked and some examples are given.	There is a growing understanding of various links between geographical regions which are described well.	A wide range of links between geographical regions are understood and described with a high level of accurate detail.
To communicate geographically	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	There is some awareness of the key physical and human geographical zones with some examples given.	There is a growing understanding of some of the key physical and human geographical zones with some good examples given.	There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some.
	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.	With increasing independence and application of terminology, knowledge of the world is described well.	Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.
	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	With guidance, maps that identify patterns are created.	Through investigation, patterns are identified and depicted on maps.	Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.