



Geography Assessment Document

Using this document:

- Please use this guidance to assess each individual child's achievement within all areas of geography.
- This should also be used as a tool, to inform your planning.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

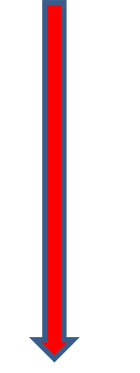
We aim for all children to acquire the ability to implement the following fundamental characteristics of geographers:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected, and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in the interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good subject knowledge and understanding about current and contemporary issues in society and the environment.

The learning objectives are stated per year group, using the progressive assessment vocabulary from the overall progression map overleaf. Please use your knowledge of the children to decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

Progression in Geography

SUBJECT OUTCOMES



Increasingly confident and appropriate use of subject vocabulary, geographical terms and language



Basic



Appropriate



Specialised

EYFS/KS1

Y3/Y4

Y5/Y6

Recognise	
Identify	
Describe	
Observe	
Select	
Categorise	
Classify	
Sequence	
Compare and Contrast	
Recall	
Reason/Speculate	

Summarise	
Synthesise	
Explain	
Demonstrate	
Understanding	

Empathise	
Reach Informed	
Conclusions	
Make reasoned	
Judgements	
Justify	
Apply	
Evaluate	
Critique	
Hypothesise	

Application of geographical skills and processes



Increasing levels of knowledge and mastery of understanding of subject content, concepts and chronology

Working as a Geographer

Applying geographical skills and processes to finding, organizing, selecting, analyzing, critiquing and interpreting primary and secondary sources of evidence.



Pursuing a line of enquiry to answer a relevant and engaging geographical question about an issue, place, topic or process



Constructing and communicating new knowledge and understanding



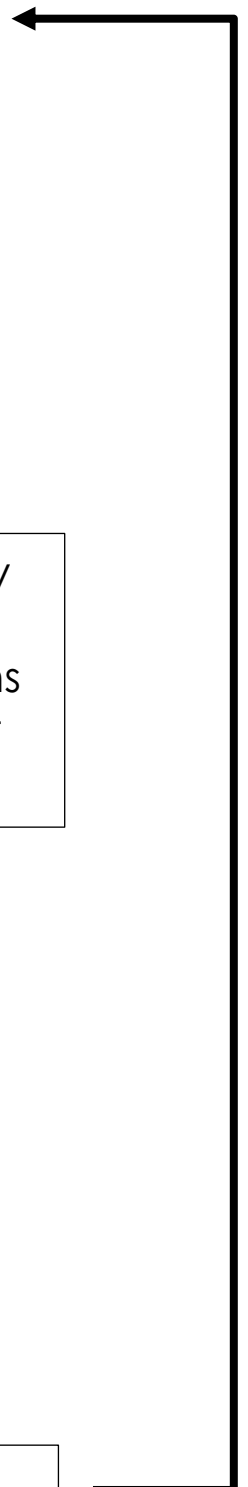
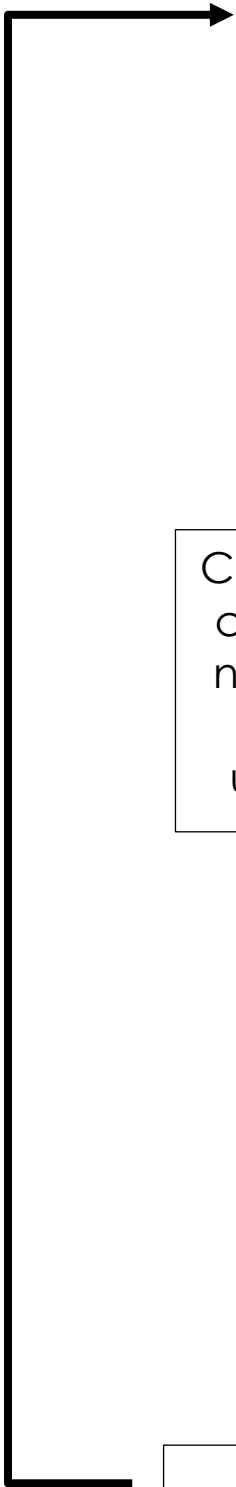
Mastering key concepts, generalisations and abstract ideas



Achieve progressively more challenging subject outcomes



Generate further questions to investigate



Mastery Model of learning in Geography

Procedural Knowledge

- Knowledge constructed in the performance of often decontextualised tasks and activities
- Frequently discrete and isolated facts and methods
- Recall dependent on replicating initial tasks and activities

Concept Building

- Organise discrete facts to build the big geographical ideas, which define and underpin Geography
- General abstract ideas create the framework, which geographers use to understand the world and think geographically

Procedural Fluency

- Apply conceptual knowledge and understanding to different contexts
- Recognise where one particular strategy or procedure is more appropriate than another
- Construct new knowledge and understanding

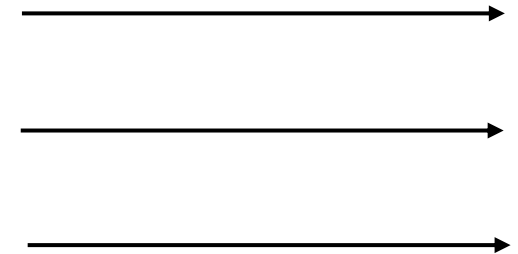
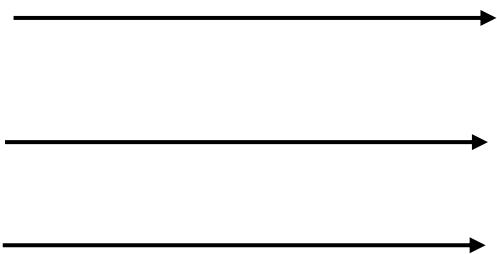
Particular

General

Application

Progression in subject outcomes

Increasingly confident and appropriate use of subject vocabulary, geographical terms and language
Application of geographical skills and processes



Breadth of Study:

Geography in EYFS

Geography in EYFS		
	Areas of Learning	Objectives
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities
		<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

		The Natural World	<ul style="list-style-type: none">• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons.
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Key Stage 1

By the end of each year our children will, working as young geographers, have demonstrated that they can use effectively the range of simple geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

Year 1

- **Identify, observe, describe, record and locate** on a simple plan some significant physical and human features and land uses of their school grounds and immediate locality;
- **Locate** where they live on a map of the four nations and main cities of the United Kingdom and **locate** the United Kingdom on a map of the countries of Europe;
- **Identify** and **locate** the seven continents and five oceans of the world on a world wall map and globe;
- **Describe** some of the physical and human features typically seen at the seaside and **suggest reasons** why people enjoy visiting the coast for holidays, both in the past and now, and how they might also take care of the natural environment to be found there;
- **Observe, record and present graphically** the basic elements of the weather at their locality;
- **Describe** and **suggest reasons** for ways in which the weather changes through the seasons and how people and living things in the United Kingdom can be affected by these changes;
- **Identify** and **locate** hot and cold areas of the world and **suggest reasons** why the weather isn't the same everywhere in the world.

Year 2

- **Compare and contrast** the basic physical and human geography, including the weather, of their locality with that of the village of Kampong Ayer in Brunei, Borneo;
- **Suggest reasons** for some of the main similarities and differences in the geography of their locality and Kampong Ayer that they have **observed**;
- **Locate** the United Kingdom and Brunei on a map of the continents and oceans of the world together with the equator, the Prime Meridian (Greenwich Meridian) and the North Pole and South Pole;
- **Describe and compare** the natural environments of Antarctica and North Africa and **identify, describe** and **give reasons** for some of the different ways in which living things, including humans, are adapted to survive in such places;
- **Identify and describe** the three main types of climate and where each is found in the world;
- **Recognise and describe** how the food they eat is produced on farms, either in the United Kingdom or overseas, why some of their food must be imported and **give reasons** why it is important to eat a healthy balanced diet;
- **Recognise** and **describe** how the weather affects what kind of food can be produced by farmers.

Lower Key Stage 2

By the end of each year our children will, working as young geographers, have demonstrated that they can use effectively the range of simple geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

Year 3

- **Describe** in simple terms using labelled diagrams what causes an earthquake and how the magnitude of an earthquake is measured;
- **Explain** in basic terms why some earthquakes cause more destruction than others;
- **Recognise** and **give reasons** for why most earthquakes and volcanoes tend to occur at the same locations around the world;
- **Locate** the *Disney Magic Kingdom* theme park on a map of the states and main cities of the United States in the continent of North America and **explain** why it is so popular with visitors from countries around the world;
- **Identify and describe** a number of important physical and human features of Florida other than the *Magic Kingdom* such as the Everglades and the Kennedy Space Centre;
- **Explain** why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them;
- **Recognise** and display graphically how the number of people in the world living in cities is increasing and suggest reasons for why this is occurring;
- **Compare and contrast** in basic terms the main features of cities in different countries around the world identifying some similarities and differences;
- Consider whether the benefits of living in cities outweigh the disadvantages and **explain** their views.

Year 4

- **Identify, describe and explain** using information they have **observed**, recorded and presented graphically and on maps and plans, some of the ways in which places in their local area are changing currently or have changed in the past;
- **Identify, describe and explain** using satellite images and simple GIS some important changes to the environment that they can **observe** occurring in different parts of the world;
- **Recognise, describe and explain** different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school;
- **Compare and contrast** how people in different parts of the world are living more sustainably and helping to conserve their environment;
- **Explain** the difference between weather and climate and **identify and describe** in general terms using climate graphs, the differences in climate to be seen across the United Kingdom and in polar, temperate and tropical regions of the world;
- **Explain** why the jungles of the Amazon and Congo Basins are so wet and humid and yet Arica in South America is the driest place on Earth.

Upper Key Stage 2

By the end of each year our children will, working as young geographers, have demonstrated that they can use effectively the range of simple geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

Year 5

- **Identify, describe and explain** how the course of a river changes from source to mouth and the importance of rivers as an element in the water cycle and also for wildlife and human activities;
- **Identify, describe and explain** how the River Irwell has changed over time and **reach a judgement** as to how these changes have affected the local area;
- **Identify and locate** on a world map the main ranges of fold mountains in the world together with areas of high and low ground on a map of the United Kingdom;
- **Reach a judgement** about the challenges faced by people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales;
- **Explain** why reservoirs are often built in mountainous areas of the United Kingdom and **reach judgements and justify their views** as to how water might be used more sustainably at home and at school;
- Summarise the **similarities and differences and reach a conclusion** about how the physical and human geography of Heimaey in Iceland compares with that of their home area;
- **Evaluate** the benefits and drawbacks of living on an active volcanic island such as Heimaey and **reach a judgement** and **justify their view** as to what people here might best do in the future

Year 6

- **Explain** what trade is and why it has been important to countries around the world for thousands of years;
- **Compare and contrast** the United Kingdom's main imports from and exports to China and **reach a judgement** about the relative importance of what we choose to buy and sell as a country;
- **Explain** why trade may not always be fair and **evaluate** the potential benefits to the producer and consumer of people around the world becoming *Fair Trade* farmers;
- **Explain** in basic terms the main causes of global warming;
- **Empathise** with the circumstances of people in different parts of the world already impacted by climate change and **evaluate** the ways in which they are adapting to changes in the weather;
- **Explain** what countries around the world have agreed to do to combat the causes of climate change and **reach a judgement** about what they, their families and school might do to contribute.
- **Identify and locate** Britain's National Parks on a map of the United Kingdom and **explain** why they are so important and attract millions of visitors every year;
- **Reach and justify a conclusion** as to why National Parks are described as 'Britain's breathing spaces'.

Enquiry: KS1

Year 1 - What is the geography of where I live?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Identify a physical and human feature in the local area;</p> <p>Identify and locate the UK on a world map;</p> <p>Identify the location of their school on a <i>Google Earth</i> satellite image;</p> <p>Participate in fieldwork undertaken in the local area of the school;</p> <p>Recognise and distinguish between common land uses of towns and cities and those in countryside areas.</p>	<p>Observe and describe the difference between physical and human features;</p> <p>Locate and describe on a map where in the UK they live;</p> <p>Observe, locate and describe a range of physical and human features of their school and its grounds on a current <i>Google Earth</i> satellite image;</p> <p>Observe, and record different types of land use in the local area and present their results in different ways;</p> <p>Compare and contrast and suggest reasons why land uses in urban and rural areas are often very different.</p>	<p>Recognise that geography is about how people are connected to or interact with the places in which they live;</p> <p>Observe and compare the location of where they live in relation to the four nations and main cities of the UK;</p> <p>Compare and contrast this current <i>Google Earth</i> satellite image with that of the oldest image available and identify and describe any changes they observe;</p> <p>Categorise the different land uses into <i>residential, economic, recreational</i> and <i>public services</i>;</p> <p>Reach a judgement as to whether their local area is predominantly urban or rural.</p>

Year 1 – Why do we love being beside the seaside so much?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise some features of the seaside;</p> <p>Identify a physical and human feature of their local area;</p> <p>Describe activities that people enjoy at the seaside;</p> <p>Recognise some ways that people can spoil the seaside environment;</p> <p>Identify different places at the seaside where plants, birds and animals might live;</p> <p>Recognise that people in the UK have visited the seaside for hundreds of years.</p>	<p>Describe and compare physical and human features of the seaside with those of countryside and city areas;</p> <p>Describe and explain the terms 'coast', 'rural' and 'urban';</p> <p>Suggest reasons why the seaside is such a popular place to visit;</p> <p>Describe what <i>pollution</i> means and examples of how seaside plants and animals can be harmed by it;</p> <p>Describe what a <i>habitat</i> is and the features of one kind of seaside habitat;</p> <p>Describe and compare how people have enjoyed holidays at the seaside in the past compared with today.</p>	<p>Offer reasons for the similarities and differences they observe;</p> <p>Reach a judgement as to whether they live in a coastal, rural or urban area and give reasons to justify their view;</p> <p>Explain why visiting the seaside is more popular at some times in the year than others;</p> <p>Describe and explain how living things at the seaside could be protected by a 'seaside code' for visitors;</p> <p>Describe and explain what the term <i>adaptation</i> means with examples of living things at the seaside;</p> <p>Suggest reasons for the similarities and differences they observe.</p>

Year 1 – How does the weather affect our lives?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise an element of the weather;</p> <p>Identify one way that the weather has changed in recent days;</p> <p>Recognise the current season;</p> <p>Recognise that the weather in hot and cold places of the world is different;</p> <p>Recognise that it is hotter at the Equator than at the North Pole or South Pole;</p> <p>Recognise that Antarctica and the Sahara Desert have different kinds of environment;</p> <p>Recognise that Captain Robert Scott was an explorer.</p>	<p>Identify and describe the main elements of the weather;</p> <p>Observe and record some elements of daily weather over several days;</p> <p>Describe how weather conditions change in the UK during the four seasons;</p> <p>Describe and observe the distribution of hot and cold places in the world relative to the Equator;</p> <p>Observe how the temperature of places decreases with distance from the Equator towards the North and South Pole;</p> <p>Describe and compare these environments;</p> <p>Describe the journey of Captain Scott and his team and suggest reasons why they wanted to be the first to reach the South Pole.</p>	<p>Explain different ways in which the weather can affect our daily lives;</p> <p>Present the changes in weather observed and suggest reasons for some of the changes;</p> <p>Suggest reasons for these changes;</p> <p>Suggest reasons for the distribution of hot and cold places;</p> <p>Suggest reasons for this;</p> <p>Suggest reasons for any similarities and differences observed;</p> <p>Explain why Captain Scott's expedition failed and empathise with the emotions he would have felt.</p>

Year 2 – Why don't penguins need to fly?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise some features of Antarctica;</p> <p>Recognise other land masses on a map which are also continents;</p> <p>Recognise that attempting to live in Antarctica would be a problem;</p> <p>Recognise that the Sahara Desert is a different kind of place than Antarctica;</p> <p>Identify Antarctica and the South Pole and the Arctic Ocean and the North Pole on a globe;</p> <p>Recognise a polar bear and some of the things it eats;</p> <p>Identify and locate Canada on a world map;</p> <p>Recognise that some parts of Africa can be very warm all year.</p>	<p>Observe, name and describe a range of features of Antarctica;</p> <p>Identify and locate the seven continents and five oceans of the world;</p> <p>Identify and describe some of the ways that living things can survive in Antarctica;</p> <p>Identify, describe and compare the main physical features of the Sahara Desert and Antarctica;</p> <p>Observe and describe how ice at the Arctic is different from the ice at Antarctica;</p> <p>Describe what a food chain is and identify the main parts of the food chain of a polar bear;</p> <p>Describe a journey from Canada to Antarctica listing the countries, seas and oceans that a traveller would pass through;</p> <p>Describe what it means for some countries such as Zambia to have a tropical climate.</p>	<p>Compare and contrast Antarctica with their local area and offer reasons for the differences observed;</p> <p>Compare and contrast the size of the continents and oceans and rank order them by area;</p> <p>Explain what the terms <i>adapted</i>, and <i>adaptation</i> mean and describe examples in Antarctica;</p> <p>Explain why both Antarctica and the Sahara Desert are <i>deserts</i> despite one being very hot and the other very cold;</p> <p>Explain why the location of the North Pole is constantly moving whilst the position of the South Pole is fixed;</p> <p>Compare and contrast the food chains of polar bears and penguins and suggest reasons for similarities and differences observed;</p> <p>Explain why such a journey would be possible for a human but impossible for a polar bear;</p> <p>Describe and explain the differences between a tropical and polar climate.</p>

Year 2 – Why does it matter where our food comes from?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise that people require food to survive;</p> <p>Know that milk comes from cows;</p> <p>Recognise that the weather affects what kind of food a farm can produce;</p> <p>Recognise what cheese is;</p> <p>Recognise different types of fruit;</p> <p>Recognise that bananas are not grown in the UK;</p> <p>Identify sugar and how it is used in many kinds of processed food;</p> <p>Distinguish vegetables from fruit;</p> <p>Identify some common types of meat;</p> <p>Recognise that meals are made up of different food ingredients.</p>	<p>Recognise that food comes from plants and animals and describe what happens on a farm;</p> <p>Identify and describe what happens on a dairy farm;</p> <p>Describe and suggest reasons why the weather in Devon makes it a good place for dairy farming;</p> <p>Describe how cheese is made from milk;</p> <p>Identify, describe and rank order the top ten most popular fruits in the UK and give reasons why half are imported;</p> <p>Identify where Costa Rica is and suggest reasons why bananas can be grown there and not in the UK;</p> <p>Describe how sugar is made from sugar beet;</p> <p>Identify and describe different kinds of vegetables;</p> <p>Identify and describe the animals from which these types of meat originate;</p> <p>Identify and describe the ingredients of some popular meals cooked at home by people in the UK.</p>	<p>Identify and describe the four main types of farm in the UK;</p> <p>Describe and explain what dairy products are;</p> <p>Explain why many popular fruits can't be grown in the UK and must be imported;</p> <p>Explain what it means when food such as cheese is exported;</p> <p>Describe and explain how one UK fruit is grown;</p> <p>Describe and explain the harvesting, packaging and transport of bananas from Costa Rica to the UK;</p> <p>Understand why being careful about how much added sugar we eat is important for a healthy lifestyle;</p> <p>Understand the difference between locally produced and imported food;</p> <p>Understand what 'free range' means and how this can be beneficial for farm animals;</p> <p>Explain some of the benefits of preparing homemade meals.</p>

Year 2 – How does the geography of Kampong Ayer compare with the geography of where I live?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Locate the UK on a world map;</p> <p>Locate the continent of Asia on a world map;</p> <p>Know that there is a time difference between the UK and Brunei;</p> <p>Recognise typical homes at Kampong Ayer;</p> <p>Recognise that the weather at Kampong Ayer is different from the UK;</p> <p>Recognise different types of ships and boats;</p> <p>Describe a typical day at school;</p> <p>Recognise the main features of a wood or forest in the UK;</p> <p>Identify a physical and human feature of Kampong Ayer shown on a <i>Google Earth</i> satellite image.</p>	<p>Locate and describe where they live in the UK;</p> <p>Identify and describe the location of Brunei in Asia;</p> <p>Calculate the time difference;</p> <p>Identify and describe the main features of a traditional home in Kampong Ayer;</p> <p>Observe and describe the weather experienced during a typical day at Kampong Ayer;</p> <p>Describe the kind of boats people use at Kampong Ayer and identify their different purposes;</p> <p>Recognise and describe similarities with a typical school day at Kampong Ayer;</p> <p>Identify and describe the main features of forests in Brunei;</p> <p>Use <i>Google Earth</i> satellite images to locate and describe a range of human and physical features of Kampong Ayer.</p>	<p>Observe and describe the location of the UK within Europe and in relation to the Equator and North Pole and South Pole;</p> <p>Compare the location of the UK with Brunei;</p> <p>Estimate, using a simple map scale, the distance between the UK and Brunei;</p> <p>Compare and contrast homes in Kampong Ayer with their own and describe and suggest reasons for any similarities and differences;</p> <p>Compare and contrast this weather with what they normally experience in the UK;</p> <p>Suggest reasons why boat building is an important job for many people at Kampong Ayer;</p> <p>Suggest reasons for any differences they observe;</p> <p>Compare and contrast a Tropical Rain Forest with woods and forests found in the UK;</p> <p>Suggest reasons for the distribution of the human and physical features of Kampong Ayer they observe.</p>

Enquiry: LKS2

Year 3 - Why do some earthquakes cause more damage than others?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Locate New Zealand and the city of Christchurch;</p> <p>Recognise that in New Zealand earthquakes occur frequently;</p> <p>Describe what happens when an earthquake occurs;</p> <p>Recognise that whilst New Zealand often has earthquakes other countries never experience them;</p> <p>Recognise that the magnitude of an earthquake is measured on the Richter Scale;</p> <p>Identify and describe a volcano;</p> <p>Recognise that volcanoes as well as earthquakes occur in New Zealand;</p> <p>Recognise that not every earthquake causes the same level of destruction.</p>	<p>Describe and explain the effects of the Christchurch earthquake;</p> <p>Locate and describe the distribution of earthquakes in New Zealand;</p> <p>Explain the main causes of earthquakes;</p> <p>Explain why New Zealand has earthquakes regularly;</p> <p>Complete a scatter graph showing the magnitude and destruction caused by several earthquakes and describe and explain what it shows;</p> <p>Describe and explain what causes a volcano;</p> <p>Compare and contrast the location of earthquakes and active volcanoes around the world and identify and describe similarities and differences;</p> <p>Suggest reasons to explain why earthquakes of similar magnitude don't always cause the same amount of destruction.</p>	<p>Explain why destruction in the city was greater than in surrounding areas;</p> <p>Suggest reasons to explain this pattern;</p> <p>Understand why an earthquake is impossible to predict and empathise with those who live in places where they occur;</p> <p>Understand that the Earth's Crust is divided into 'plates' and their movement against, and underneath each other, causes earthquakes;</p> <p>Explain how tsunamis are formed and the danger they present;</p> <p>Compare and contrast the dangers of volcanoes and earthquakes and reach a judgement as to which presents the greatest risk;</p> <p>Explain why volcanoes often occur at the same locations as earthquakes;</p> <p>Using examples reach a judgement as to why the most powerful earthquakes don't necessarily cause the most deaths and destruction.</p>

Year 3 - Beyond the Magic Kingdom: What is the Sunshine State really like?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise and identify features of a theme park;</p> <p>Identify and locate the United States of America and Florida;</p> <p>Describe why people from all around the world visit the <i>Magic Kingdom</i>;</p> <p>Recognise that Florida is almost surrounded by water;</p> <p>Identify what happens at the Kennedy Space Centre;</p> <p>Recognise and describe a sea turtle;</p> <p>Recognise that the climate of Florida is different from that in the UK;</p> <p>Describe some things that British tourists enjoy doing in Florida;</p> <p>Describe the kind of damage caused by a hurricane;</p> <p>Identify and locate the Everglades.</p>	<p>Describe the features of the <i>Magic Kingdom</i> and explain why it is so popular;</p> <p>Identify, describe and locate on an outline map the main geographical features of Florida;</p> <p>Show graphically the countries from which visitors come and describe and explain what they observe;</p> <p>Describe and explain why Florida is called a peninsula;</p> <p>Explain why the Kennedy Space Centre was built in Florida;</p> <p>Describe and explain why sea turtles live around Florida and why they are endangered;</p> <p>Compare and contrast the climate of the UK and Florida and describe and explain similarities and differences;</p> <p>Reach a judgement as to the best time for someone from the UK to visit Florida for a holiday;</p> <p>Recognise the pattern of hurricanes on a satellite image, describe how they form and explain why they are a threat to people in Florida;</p> <p>Describe the main features of the Everglades and explain why it has been designated a National Park.</p>	<p>Compare and contrast the <i>Magic Kingdom</i> with <i>Legoland</i> and describe and explain similarities and differences;</p> <p>Compare and contrast the geographical features of Florida with those of the region in which they live;</p> <p>Reach a judgement about why so many visitors come from countries in Europe compared with Africa;</p> <p>Identify, locate and describe the world's largest peninsulas;</p> <p>Explain why many American astronauts are also launched from Kazakhstan;</p> <p>Reach a judgement as to which actions might best protect sea turtles;</p> <p>Explain how differences in temperature and sunshine hours affects when British tourists visit Florida;</p> <p>Explain why taking a holiday in Florida in August may not be the best time to visit;</p> <p>Explain ways in which people in Florida protect themselves and their property from hurricanes;</p> <p>Compare and contrast the Everglades with a National Park in the UK and describe and explain similarities and differences.</p>

Year 3 - Why do so many people in the world live in megacities?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise and distinguish city environments from the countryside;</p> <p>Recognise that some cities are larger than others;</p> <p>Identify and locate Iraq and the city of Baghdad;</p> <p>Identify which of Britain's ten most populous cities is closest to where they live;</p> <p>Identify the location of Milton Keynes and recognise some of its features;</p> <p>Identify the continent of South America on a world map;</p> <p>Locate the city of Brasilia on a map of Brazil and identify some of its features;</p> <p>Describe some attractive things about living in a large city.</p>	<p>Describe key features of cities and compare these with countryside areas;</p> <p>Describe what a <i>megacity</i> is and where they can be found in the world;</p> <p>Describe and explain why Baghdad was the first city in the world with one million inhabitants;</p> <p>Locate Britain's ten largest cities and top ten fastest growing cities on a map and compare and describe where they can be found;</p> <p>Describe and explain why Milton Keynes is currently the fastest growing city in the UK;</p> <p>Locate on an outline map the largest cities of South America and describe and explain where most are to be found;</p> <p>Recognise, describe and explain key features of Brasilia;</p> <p>Compare and contrast some of these benefits with less attractive things and explain which they think is most significant.</p>	<p>Understand the terms <i>urban</i> and <i>rural</i>;</p> <p>Explain the distribution of megacities across the world;</p> <p>Understand what <i>trade</i> involves;</p> <p>Explain why the number of people who live in a city might increase very quickly;</p> <p>Understand that a rapid increase in people can bring both benefits and problems to a city;</p> <p>Reach a judgement about why so many of the world's megacities are located on the coast;</p> <p>Explain why a country might choose to build a brand-new city to be its capital;</p> <p>Explain the benefits and disadvantages of where they live and compare and contrast these with those of megacities.</p>

Year 4 - How and why is my local area changing?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise that places change;</p> <p>Recognise that places change either as a result of natural events or human activity;</p> <p>Recognise some changes that have occurred to their school and grounds;</p> <p>Identify and rank order the attractiveness of a range of different environments;</p> <p>Participate in field work to measure the quality of the environment in the local area;</p> <p>Identify and describe some changes in the quality of the environment observed;</p> <p>Recognise and identify some environmental changes shown in NASA satellite images;</p> <p>Recognise how satellite images help geographers understand deforestation in the Amazon Basin.</p>	<p>Identify, describe and suggest reasons for why places change;</p> <p>Describe and explain how natural events and human activity have changed a place they have studied;</p> <p>Describe and explain why these changes were made;</p> <p>Devise a means of measuring the quality of the environment in the local area and describe and explain their reasoning;</p> <p>Observe and record data about changes in the quality of the environment;</p> <p>Describe and explain how and why the quality of the environment changes;</p> <p>Describe and explain why these changes might have occurred;</p> <p>Describe and explain the scale of deforestation revealed in several satellite images of the same location.</p>	<p>Understand that change can bring advantages and disadvantages;</p> <p>Reach a judgement about whether these changes have been beneficial or harmful;</p> <p>Reach a judgement about whether these changes have been positive or negative;</p> <p>Compare and contrast their method of data collection with those of others;</p> <p>Present their data using a range of graphs, tables and displays;</p> <p>Evaluate their methods and suggest how their fieldwork could be improved;</p> <p>Compare and contrast recent and older satellite images of the local area and identify, describe and explain changes observed;</p> <p>Reach a judgement about the likely impact of this deforestation on the natural environment and indigenous people of the Amazon Basin.</p>

Year 4 – How can we live more sustainably?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Identify some things that people do to help protect and improve the environment;</p> <p>Recognise natural resources that they use every day;</p> <p>Recognise ways in which people can reduce the amount of natural resources they use;</p> <p>Know that solar panels and wind turbines generate electricity;</p> <p>Recognise that in the past almost all electricity was generated from burning coal;</p> <p>Recognise how a solar cooker works;</p> <p>Identify an action they could take at home that would contribute to living more sustainably.</p>	<p>Describe and explain what trying to live more sustainably involves;</p> <p>Identify, describe and explain the difference between <i>renewable</i> and <i>non-renewable</i> resources;</p> <p>Identify and describe some things that could be done at their school to help it become more sustainable;</p> <p>Describe and explain in basic terms how solar panels and wind turbines generate electricity;</p> <p>Describe what a <i>fossil fuel</i> is and explain the main disadvantage of using coal, natural gas and oil to generate electricity;</p> <p>Explain where solar cookers are used in the world and some of the ways that their use protects the environment;</p> <p>Describe and explain a range of things that they and their family could do to live more sustainably at home.</p>	<p>Understand that sustainability is about improving everyone's quality of life without harming the environment;</p> <p>Carry out a simple audit of water use in their homes and record, present and explain their results;</p> <p>Explain their recommendations;</p> <p>Understand why some people and organisations oppose building wind and solar farms;</p> <p>Explain how electricity can also be generated by the power of water;</p> <p>Explain how a biomass converter works and reach a judgement about its advantages and disadvantages;</p> <p>Recognise and describe how sustainability is also about people's personal wellbeing.</p>

Year 4 - Why are jungles so wet and deserts so dry?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Identify the three main types of climate in the world;</p> <p>Identify and describe what a climate graph shows;</p> <p>Identify and describe what a climate graph of where they live shows;</p> <p>Recognise and describe some of the ways in which weather and climate affects plants and animals;</p> <p>Identify the location of the Amazon Basin and describe its main features;</p> <p>Identify the location of the Atacama Desert and describe its main features;</p> <p>Recognise and describe how some plants and animals are well suited to the places in which they live.</p>	<p>Describe and explain the differences between these types of climate;</p> <p>Compare climate graphs from different places and describe and suggest reasons for the similarities and differences they observe;</p> <p>Construct a climate graph for where they live and describe and explain what it shows;</p> <p>Identify, describe and explain what a <i>biome</i> is;</p> <p>Describe how convectional rainfall forms and explain why the Amazon Basin receives so much of it;</p> <p>Explain why the city of Arica is the driest inhabited place in the world;</p> <p>Describe and explain what the term <i>adaptation</i> means and how some plants and animals are adapted to living in either the Coniferous Forest or Savanna biome.</p>	<p>Suggest reasons to explain the distribution of the three main climate types;</p> <p>Reach a judgement about where in the world each of the places shown in the climate graphs might be located;</p> <p>Compare and contrast their completed climate graph with those of other places and explain similarities and differences;</p> <p>Explain how climate affects plants and animals in one biome;</p> <p>Describe the difference between convectional rainfall and relief rainfall;</p> <p>Understand the concept of 'desert' and explain how and why there are hot, temperate and cold deserts;</p> <p>Describe and explain the features of the Temperate Deciduous Forest biome in which the UK is located.</p>

Enquiry: UKS2

Year 5 - How do volcanoes affect the lives of people on Hiemaey?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Identify the location of Europe and some of its countries;</p> <p>Locate and describe the position of Iceland in Europe;</p> <p>Identify some of the main physical features of Hiemaey;</p> <p>Identify and describe a volcano;</p> <p>Recognise that active volcanoes can cause problems for people;</p> <p>Identify and describe how many people on Hiemaey earn a living from fishing and tourism.</p>	<p>Locate the countries of Europe together with their capital cities and main physical features;</p> <p>Locate the Westman Islands in Iceland and describe their physical and human features;</p> <p>Describe and explain the distinctive physical features of Hiemaey;</p> <p>Describe and explain the structure and purpose of volcanoes and the dangers they can pose;</p> <p>Explain how active volcanoes regularly change the landscape of Hiemaey and evaluate the advantages and disadvantages of living on the island;</p> <p>Explain why so many people on Hiemaey are dependent on either fishing or tourism and reach a judgement about why they might choose to stay despite the danger of active volcanoes.</p>	<p>Compare and contrast the main physical features of Europe with those of South America and North America;</p> <p>Compare and contrast the physical and human features of Hiemaey with those of their local area and reach a judgement about similarities and differences observed;</p> <p>Compare and contrast the physical features of Hiemaey with those of the rest of Iceland and reach a judgement about similarities and differences observed;</p> <p>Understand the concept of a natural hazard;</p> <p>Understand why some natural hazards like volcanoes present less of a threat than others such as earthquakes;</p> <p>Demonstrate empathy with the decisions that the people of Hiemaey had to make during the devastating volcanic eruption of 1973.</p>

Year 5 – What is a river?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise a river and some of its physical features;</p> <p>Identify and describe how rivers flow from higher to lower ground;</p> <p>Observe during fieldwork some features of a local river;</p> <p>Recognise a river estuary;</p> <p>Recognise that rivers are an important source of water;</p> <p>Recognise and describe the River Irwell</p> <p>Identify the location of Bangladesh and describe some of the problems flooding causes.</p>	<p>Observe, sequence and describe how the physical features of a river change from source to mouth;</p> <p>Describe and explain why the physical features of a river change as it flows from higher to lower ground;</p> <p>Measure, record and present data showing changes along a section of a local river;</p> <p>Identify and describe typical features of river estuaries and explain why they are important places for wildlife;</p> <p>Describe the stages of the hydrological cycle and explain the important role that rivers play in it;</p> <p>Identify, describe and explain why the River Irwell has developed;</p> <p>Reach a conclusion as to why Bangladesh has so many floods.</p>	<p>Compare and contrast the physical features of several rivers identifying similarities and differences;</p> <p>Understand some of the ways in which we use and depend on rivers;</p> <p>Explain and reach a conclusion about the changes they have observed;</p> <p>Understand what an ecosystem is and explain some of the ways in which human activity can affect an estuary ecosystem;</p> <p>Understand some of the ways that human activity can affect the hydrological cycle;</p> <p>Make a judgement about the changes to the Irwell and the surrounding local area;</p> <p>Evaluate the things that Bangladesh is taking to protect itself against flooding and reach a judgement about which might have the most effect.</p>

Year 5 - Why are mountains so important?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise and distinguish a mountain from other landscape features;</p> <p>Recognise and distinguish between a mountain and a range of mountains;</p> <p>Recognise how fold mountains were formed;</p> <p>Recognise and describe what the mountaineers Mallory and Irvine attempted to do;</p> <p>Recognise and describe a fossil;</p> <p>Identify and locate the Cambrian mountains in Wales;</p> <p>Recognise that mountains receive more rain than surrounding lower land;</p> <p>Identify and locate on an OS map some visitor attractions in the Cambrian Mountains;</p> <p>Identify a reservoir and describe its purpose;</p> <p>Recognise and describe the purpose of a Hydro Electric Power plant.</p>	<p>Explain how geographers define a mountain;</p> <p>Identify and describe the location of the largest ranges of fold mountains in the world;</p> <p>Describe and explain how the movement of plates of the earth's crust form fold mountains;</p> <p>Reach a conclusion regarding the likely success or failure of Mallory and Irvine's expedition;</p> <p>Describe and explain how fossils formed;</p> <p>Describe and explain their main physical and human features;</p> <p>Explain why the mountains of north and west Britain are wetter and cooler than places in the south and east;</p> <p>Identify, locate, describe and explain common tourist attractions;</p> <p>Explain why many reservoirs were built in the Cambrian Mountains a hundred years ago;</p> <p>Explain how electricity is generated at a HEP plant and explain why it can be considered a sustainable source of power.</p>	<p>Understand why definitions of a mountain vary around the world;</p> <p>Reach a judgement to help explain the pattern of fold mountain ranges;</p> <p>Understand the difference between fold mountains and volcanic mountains;</p> <p>Reach a judgement regarding whether an expedition should be mounted to find the body and camera of Irvine;</p> <p>Explain why Hillary and Norgay discovered fossils of sea creatures on the summit of Mount Everest;</p> <p>Explain the differences between the Cambrian and Himalaya mountains;</p> <p>Reach a judgement regarding the effects that heavy rainfall can have on farmers in Wales;</p> <p>Understand that visitors may bring benefits but also cause problems for places in Wales;</p> <p>Describe the main domestic uses of water and reach a judgement regarding how water consumption could be reduced;</p> <p>Understand that sustainable and renewable sources of power can also have negative impacts on the environment.</p>

Year 6 – How is climate change affecting the world?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise that the weather in some parts of the world is changing;</p> <p>Describe what a wildfire is;</p> <p>Identify that rivers and the sea can cause flooding;</p> <p>Describe what is happening to the Greenland ice sheet;</p> <p>Describe what the term <i>global warming</i> means;</p> <p>Identify some of the ways in which countries are trying to reduce the amount of greenhouse gases they produce;</p> <p>Describe some of the things that individuals are doing to reduce the amount of greenhouse gases they produce;</p> <p>Describe what a renewable source of energy is and identify an example.</p>	<p>Explain how some people in The Gambia are being affected by changes in the weather;</p> <p>Explain why wildfires are dangerous and why they are becoming more frequent in Australia;</p> <p>Describe and explain why the sea sometimes floods the land and why it may become more frequent in the future;</p> <p>Explain why the ice sheet is melting and empathise with different viewpoints about this;</p> <p>Explain how increasing amounts of greenhouse gases in the atmosphere is causing surface temperatures to rise;</p> <p>Describe and explain how countries have agreed to work together to reduce global warming and climate change;</p> <p>Understand how as individuals, members of families and communities they can contribute to reducing global warming and climate change;</p> <p>Describe and explain how a renewable source of energy helps to reduce greenhouse gas emissions.</p>	<p>Describe and explain the process of desertification;</p> <p>Evaluate things that the Australian government is doing to reduce the risks of wildfires and reach a judgement about which they feel will be most effective;</p> <p>Explain what a flood resilience plan is and reach a judgement regarding the most important things they would include in one;</p> <p>Evaluate the potential advantages and disadvantages of the ice sheet disappearing and reach a judgement about their own views;</p> <p>Identify and explain the main locations in the world already affected by climate change;</p> <p>Evaluate the measures that the United Kingdom has taken and reach a judgement about which will be most effective;</p> <p>Draft a School Climate Change Action Plan explaining and justifying the measures they recommend;</p> <p>Understand that renewable sources of energy such as wind and solar may also have unintended environmental impacts.</p>

Year 6 – Why is fair trade fair?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Recognise and describe how and why people buy and sell things;</p> <p>Recognise some of the ways in which countries trade with each other;</p> <p>Identify and describe some products that the UK imports from China;</p> <p>Recognise that trade may benefit some people and not others;</p> <p>Recognise what <i>Fairtrade</i> involves;</p> <p>Recognise and describe a range of <i>Fairtrade</i> products that can be bought locally or online.</p>	<p>Explain what trade means and why the Silk Road was once the most important trading route in the world;</p> <p>Explain why countries trade and reach a judgement regarding the products they most frequently buy and sell;</p> <p>Compare and contrast these items with those most often exported to China and describe and explain the differences;</p> <p>Describe and explain why trade between countries may not always be considered 'fair';</p> <p>Describe and explain what <i>Fairtrade</i> is and reach a judgement about some of the benefits of being a <i>Fairtrade</i> producer;</p> <p>Understand what being a <i>Fairtrade</i> School involves and recommend how this status could be achieved.</p>	<p>Reach a judgement about some of the changes that resulted from people and things moving along the Silk Road;</p> <p>Understand some of the benefits and disadvantages of countries trading with each other;</p> <p>Identify the main products imported and exported from the United States and reach a judgement regarding how these compare with China;</p> <p>Understand why unfair trade can be a cause of poverty;</p> <p>Reach a judgement as to whether there might also be disadvantages to being a <i>Fairtrade</i> producer;</p> <p>Understand that <i>Fairtrade</i> is not just about food and explain how and why flowers, clothes and cosmetics are also included.</p>

Year 6 – Who are Britain's National Parks for?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	More Able Age Related Expectations
<p>Identify National Parks on a map of the United Kingdom;</p> <p>Recognise and describe some natural features of National Parks;</p> <p>Recognise and describe some historic and cultural features of National Parks;</p> <p>Recognise that National Parks encourage people to visit them;</p> <p>Identify South West England on a map of the United Kingdom;</p> <p>Describe reasons why people might visit the Valley of Rocks in Exmoor National Park;</p> <p>Identify that many National Parks cover mountainous areas;</p> <p>Recognise that National Parks are looked after by people doing a range of different jobs.</p>	<p>Describe and suggest reasons for the distribution of National Parks;</p> <p>Explain why National Parks are known as Britain's 'breathing spaces';</p> <p>Describe and explain what people mean by 'cultural heritage' in National Parks;</p> <p>Describe and explain why National Parks encourage visitors;</p> <p>Locate the main physical and human features of South West England and compare the amount of its protected land with other regions of the UK;</p> <p>Describe the physical features of the Valley of Rocks and explain why it is popular with walkers;</p> <p>Compare and contrast a map of National Parks with a relief map of Britain and explain their observations;</p> <p>Understand what the term 'management' means and describe and explain the two purposes of National Parks.</p>	<p>Compare the distribution of National Parks with towns and cities and explain their observations;</p> <p>Understand the value of people being able to visit wilderness areas;</p> <p>Describe and reach a judgement about the importance of their own personal cultural heritage;</p> <p>Understand that encouraging visitors and protecting natural beauty can be a challenge;</p> <p>Explain why there are other areas of protected land in Britain in addition to National Parks;</p> <p>Explain why people with other interests and pursuits also visit;</p> <p>Describe and explain what hill farming involves and how farmers help to conserve National Parks;</p> <p>Understand what social and economic wellbeing is and how National Parks help to encourage it.</p>

Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.

Subject skill	Exemplification
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
Categorise/ Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/ speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence E.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th Century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.