

Year 1 / 2 Autumn Spring Summer	Emerging	Developing	<b>Geography Key Skills Assessment</b>	Mastery
<b>Locational knowledge</b>			<ul style="list-style-type: none"> <li>Pupils can name and locate the seven continents of the world</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can name the four capital cities of the United Kingdom</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can name and locate the five oceans of the world</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can name and locate the four countries of the United Kingdom</li> </ul>	
<b>Place knowledge</b>			<ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</li> </ul>	
<b>Human and physical Geography</b>			<ul style="list-style-type: none"> <li>Pupils can identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use a wide range of basic geographical vocabulary to refer to physical features.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use a wide range of basic geographical vocabulary to refer to human features.</li> </ul>	
<b>Geographical skills and fieldwork</b>			<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 countries, continents and oceans studied at this key stage to identify regions they have studied.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use simple compass directions confidently (North, East, South and West) to describe the location of features and routes on a map.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can devise a simple map and use and construct basic symbols in a key.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	

Year 3 / 4 Autumn Spring Summer	Emerging	Developing	<h1 style="text-align: center;">Geography Key Skills Assessment</h1>	Mastery
Locational knowledge			<ul style="list-style-type: none"> <li>Use maps to locate countries in Europe (including the location of Russia) (Greece in cycle 1) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can locate cities of the United Kingdom and are beginning to identify counties, and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can identify the position and significance of at least four of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), beginning with the Equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. in year three.</li> </ul>	
Place knowledge			<ul style="list-style-type: none"> <li>Pupils can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</li> </ul>	
Human and physical Geography			<ul style="list-style-type: none"> <li>Pupils can describe an increased range and begin to understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Egypt in cycle one and India in cycle 2).</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can describe an increased range and begin to understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Egypt in cycle one and India in cycle 2).</li> </ul>	
Geographical skills and fieldwork			<ul style="list-style-type: none"> <li>Pupils are becoming confident at using maps, atlases, globes and digital/computer mapping to locate countries and describing features studied.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are becoming confident at using the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area, developing their skills using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	

Year 5 / 6 Autumn Spring Summer	Emerging	Developing	<h1 style="text-align: center;">Geography Key Skills Assessment draft</h1>	Mastery
Locational knowledge			<ul style="list-style-type: none"> <li>Pupils can confidently Use maps to locate countries in Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Africa in cycle one).</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can locate cities of the United Kingdom and are beginning to identify counties and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time. (Birmingham Victorians cycle 1)</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can identify the position and significance of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	
Place knowledge			<ul style="list-style-type: none"> <li>Pupils can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul>	
Human and physical Geography			<ul style="list-style-type: none"> <li>Pupils can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	
Geographical skills and fieldwork			<ul style="list-style-type: none"> <li>Pupils are confident at using maps, atlases, globes and digital/computer mapping to locate countries and describing features studied.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are confident at using the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area, developing their skills using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	