Key Skills for Assessment – Saint Clare's Catholic Primary School **Subject – Geography**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	**Locational and Place Knowledge** ▪ To name and locate the world's the five oceans. ▪ To name and locate the world's seven continents. ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Human and Physical Geography** ▪ To identify seasonal and daily weather patterns in the United Kingdom. ▪ To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ▪ Use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Mapping** ▪ To use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know that symbols mean something on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Look down on objects and make a plan e.g. of the classroom or playground. **Fieldwork** ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.	**Locational and Place Knowledge** ▪ Name and locate the world's seven continents and five oceans. (Linked to the are to be covered below) ▪ Small area in a contrasting non-European country. ▪ Small area of the United Kingdom (do not cover the local area) **Human and Physical Geography** ▪ Use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. ▪ key human features, including: city, town, village, factory, farm, ▪ house, office, port, harbour and shop **Mapping** ▪ Use a range of maps (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of area in the UK being covered ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know that symbols mean something on maps. ▪ Use and construct basic symbols in a map key *(weather symbols).* ▪ Recognise that maps need titles. **Fieldwork** ▪ Use cameras and audio equipment to record geographical features, ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. **Enquiry and Investigation** ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description.	**Locational Knowledge** ▪ Locate the world's countries. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere- leading into counties. ▪ Name and locate counties and cities of the United Kingdom **Place Knowledge** ▪ A region of the United Kingdom- Lake District **Human and Physical Geography** ▪ Describe and understand key aspects of: -physical geography, including: vegetation belts, rivers, mountains. -human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. ▪ Describe and understand key aspects of: -physical geography including volcanoes and earthquakes. -human geography including types of settlement and land use. ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes.- linked to volcanic eruptions and earthquakes ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the programmes of study. ▪ Communicate geographical information through a range of methods including presentations. ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ View a range of satellite images. ▪ Make use of geography in the news – online reports and websites. **Mapping** ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Recognise that larger scale maps cover less area. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose.	**Locational Knowledge** ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Place Knowledge** ▪ A region in a European country. **Human and Physical Geography** ▪ Describe and understand key aspects of: physical geography, including: climate zones, vegetation belts, rivers, mountains and the water cycle. 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. **Mapping** ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Use the index and contents page of atlases. ▪ Link features on maps to photos and aerial views. ▪ Use a scale bar to calculate some distances. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose. ▪ Recognise that contours show height and slope. ▪ Use four figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Recognise some standard OS symbols. ▪ Use plan views. **Fieldwork** ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those	**Locational Knowledge** ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ 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). **Place Knowledge** ▪ A region in South America **Human and Physical Geography** ▪ 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Mapping** ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use four figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. Draw measured plans. **Fieldwork** ▪ Use eight cardinal points to give directions and instructions.	**Locational Knowledge** ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ 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) ▪ Name and locate counties and cities of the United Kingdom (revision). **Place Knowledge** ▪ A region in North America **Human and Physical Geography** ▪ Describe and understand key aspects of physical geography, including: climate zones & biomes as well as human geography, including: types of settlement and land use. ▪ Describe and understand key aspects of: physical geography and human geography including: types of settlement and land use; economic activity; and the distribution of natural resources including energy, food, minerals and water. **Mapping** ▪ Use a range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. Use latitude and longitude in an atlas or on a globe. ▪ Use the scale bar on maps and read and compare map scales. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Understand that purpose, scale, symbols and style are related. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Create sketch maps using symbols and a key.

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		▪ Use simple compass directions (NSEW). ▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. **Enquiry and Investigation** ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. **Communication** ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the programme of study as well as to describe specific local geographical features. ▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. **ICT/Technology** **Use digimaps**		▪ Recognise differences between own and others' lives. **Communication** ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns *e.g. weather patterns*, *water in the school grounds*. ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom *(e.g. weather symbols on a map*). ▪ Use basic geographical vocabulary *(season, weather, temperature, windy, sunny, snowing, rain, breeze, hail, storm etc).* Use maps and other images to talk about everyday life e.g. where we live etc. **ICT/Technology** ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc		▪ Recognise that contours show height and slope. ▪ Use four figure coordinates to locate features on maps. ▪ Link features on maps to photos and aerial views. ▪ Use a scale bar to calculate some distances. **Fieldwork** ▪ Use the eight points of a compass. ▪ Make links between features observed in the environment to those on maps and aerial photos **Enquiry and Investigation** ▪ Ask more searching questions including, 'how?' and 'why? as well as, 'where?' and 'what?' when investigating places and processes.- Best places to visit. **Communication** ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations. **ICT/Technology** ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images. ▪ Make use of geography in the news – online reports and websites.		on maps and aerial photos. **Enquiry and Investigation** ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes. ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. **Communication** ▪ Identify and describe geographical features and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations. **ICT/Technology** ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ View a range of satellite images. ▪ Use presentation /multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports and websites. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ Add photos to digital maps.		▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. **Enquiry and Investigation** ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. **Communication** ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. **ICT/Technology** ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.		▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. **Fieldwork** **Enquiry and Investigation** ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. **Communication** ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. **ICT/Technology** ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Start to explain satellite imagery and interpret live data e.g. weather patterns.	
Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	Greater Depth		