

## Geography Age-Related Attainment Expectations

Area	Key stage 1	Date	Class
Locational Knowledge			

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I can name some of the World's seven continents and five oceans. I can name some of the four countries and capital cities of the UK		Emerging
Most children will be able to:	Expected	I can name and locate the World's seven continents and five oceans. I can name and locate the four countries and capital cities of the UK. I can name and locate the surrounding seas of the UK. I know some characteristics of the four countries and capital cities of the UK.		Expected
Some children will have progressed further. They will be able to:	Exceeding	I can describe the main features of the four countries and capital cities of the UK. I can compare differences between countries and capital cities of the UK.		Exceeding

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		Emerging	Expected	Exceeding
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			



## Geography Age-Related Attainment Expectations

Area	Key stage 1	Date	Class
Place Knowledge			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I know some facts about my locality. I know some facts about a small area outside my locality (e.g. UK or another country).		Emerging
Most children will be able to:	Expected	I can make comparisons of <b>physical</b> features of a small area in the UK and a small area in a contrasting country *. I can make comparisons of <b>human</b> features of a small area in the UK and a small area in a contrasting country *. *NC recommends non- European country.		Expected
Some children will have progressed further. They will be able to:	Exceeding	I can describe and explain the <b>physical</b> differences and similarities between a small area of the UK and a small area of a contrasting country *. I can describe and explain the <b>human</b> differences and similarities between a small area of the UK and a small area of a contrasting country *. *NC recommends non- European country.		Exceeding

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b><u>Expected</u></b>	<b><u>Exceeding</u></b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			



### Geography Age-Related Attainment Expectations

<u>Area</u>	<u>Key stage 1</u>	Date	Class
<b>Human and Physical Geography</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I know the four seasons in the UK. I know the world has hot and cold places. I can name key features of my locality using geographical vocabulary e.g city, town, village, weather, hill, river.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can identify daily and seasonal weather patterns in the UK. I can locate hot and cold areas of the World in relation to the Equator and North and South Poles. I can describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). I can describe key human features using geographical vocabulary (including city, town village, factory, farm, house, office, port, harbour and shop).		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can explain weather patterns in the UK. I can explain why some countries are hot and cold. I can explain why people live in different areas of the World.		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Geography Age-Related Attainment Expectations

Area	Key stage 1	Date	Class
<b>Geographical skills and fieldwork</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I know that places can be found using maps, globes and atlases. I can use positional language. I can find familiar things/objects using aerial views. I can use a simple map and key. I can comment on features of my school and local area.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can use World maps, atlases and globes to identify countries, continents and oceans. I can use compass directions (North, South, East, West). I can use aerial photographs and plans to recognise landmarks. I can devise a simple map with a key. I can use simple fieldwork and observational skills to study my school and local area.		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can independently choose appropriate resources to identify countries, continents and oceans. I can use compass directions to explain positions of places. I can devise and use a map with a key. I can use a range of fieldwork techniques to study my school and local area.		<b>Exceeding</b>

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<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Geography Age-Related Attainment Expectations

<b><u>Area</u></b>	<b><u>Lower Key stage 2</u></b>	Date	Class
<b>Locational Knowledge</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I can use maps to locate continents and countries with support. I can name some counties and cities in the UK. I can describe some geographical features of the UK.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can independently use maps to locate countries and continents. I can describe physical and human characteristics of places in the world*. I can name and locate counties and cities in the UK. I can describe physical features of the UK. I can describe some geographical features of the globe.  *NC recommends Europe (including Russia) and North and South America.		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can independently use maps to locate continents, oceans and seas. I can explain contrasting features between different areas.		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b><u>Expected</u></b>	<b><u>Exceeding</u></b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			





### Geography Age-Related Attainment Expectations

<u>Area</u>	<u>Lower Key stage 2</u>	Date	Class
<b>Place Knowledge</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I know some geographical facts about the UK. I know some geographical facts about the world*.  *NC recommends Europe (including Russia) and North and South America.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can make comparisons of <b>physical</b> features of regions in different areas of the world*. I can make comparisons of <b>human</b> features of regions in different areas of the world*.  *NC recommends Europe (including Russia) and North and South America.		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can describe and explain the <b>physical</b> differences and similarities between contrasting regions*. I can describe and explain the <b>human</b> differences and similarities between contrasting regions*.  *NC recommends Europe (including Russia) and North and South America.		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Geography Age-Related Attainment Expectations

<u>Area</u>	<u>Lower Key stage 2</u>	Date	Class
<b>Human and Physical Geography</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I can name some different physical features* (related to the topics covered). I can name some different human features** (related to the topics covered).	
Most children will be able to:	<b>Expected</b>	I can describe some physical features of a place* (related to the topics covered). I can describe some human features of a place** (related to the topics covered).	
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can explain why some physical features occur.* I can explain why some human features occur.** NC recommends: *Physical features: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle **Human features: types of settlement and land use, economic activity including trade links and the distribution of natural resources	

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>	<b>Emerging</b>	<b><u>Expected</u></b>	<b><u>Exceeding</u></b>
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<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Geography Age-Related Attainment Expectations

<b>Area</b>	<b>Lower Key stage 2</b>	Date	Class
<b>Geographical skills and fieldwork</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<p>I can use simple maps, atlases, globes and digital/computer mapping to locate countries with support.</p> <p>I can use simple grid references, basic keys and symbols.</p> <p>I can use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features with support.</p>	
Most children will be able to:	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>I can use a compass independently.</p> <p>I can use grid references, keys and symbols to interpret a map.</p> <p>I can use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features.</p>	
Some children will have progressed further. They will be able to:	<p>I can independently select resources to carry out fieldwork.</p> <p>I use maps in a range of different contexts.</p> <p>I can use 8 points of a compass and four-figure grid references for a purpose.</p>	

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			

Girls	No. of Chn			
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### Non-Core Age-Related Attainment Expectations - Geography

<u>Area</u>	<u>Upper Key stage</u> <b>2</b>	Date	Class
Locational Knowledge			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	I can use maps to locate continents* with support. I can use maps to name and locate major countries and cities with support. I can name some counties and cities in the UK. I can describe some geographical features of the UK. I can describe some geographical features of the globe (e.g. latitude, longitude, etc)		Emerging
Most children will be able to:	Expected	I can independently use maps to continents*. I can independently use maps to name and locate countries and major cities*. I can describe physical and human characteristics of continents*. I can name and locate counties and cities in the UK. I can describe changing geographical features (e.g. land pattern use). I can describe geographical features of the UK (including hills, mountains, coasts and rivers). I understand the world has different time zones.  Symphony Assessment System recommends coverage of: Identifying the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich Meridian and time zones.		Expected
Some children will have progressed further. They will be able to:	Exceeding	I can independently use a map to locate continents, countries, major cities, oceans and seas. I can explain contrasting features between counties and cities. I can explain changes in geographical features over time.  NC recommends * Europe (including Russia), North and South America		Exceeding

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			



### Geography Age-Related Attainment Expectations

<b>Area</b>	<b>Upper Key stage 2</b>	Date	Class
<b>Place Knowledge</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I know some facts about different regions of the world.*		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can make comparisons of <b>physical</b> features of regions around the world.* I can make comparisons of <b>human</b> features of regions around the world*		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can describe and explain the <b>physical</b> differences and similarities between regions around the world.* I can describe and explain the <b>human</b> differences and similarities between regions around the world.*  *NC recommends UK, Europe and North or South America		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			





### Geography Age-Related Attainment Expectations

<b>Area</b>	<b>Upper Key stage 2</b>	Date	Class
<b>Human and Physical Geography</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I can name a variety of different physical features.* I can name a variety of different human features.**		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can describe a variety of physical features of a place.* I can describe a variety of human features of a place.**		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can explain why physical features occur.* I can explain why human features occur.**  NC recommends *Physical features: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. **Human features types of settlement and land use, economic activity including trade links and the distribution of natural resources.		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			



### Geography Age-Related Attainment Expectations

<u>Area</u>	<u>Upper Key stage 2</u>	Date	Class
<b>Geographical skills and fieldwork</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>Emerging</b>	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features with support. I can use 8 points of a compass with support. I can use grid references. I can use keys and symbols to interpret a map. I can use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe, measure and record geographical features with support.		<b>Emerging</b>
Most children will be able to:	<b>Expected</b>	I can independently use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. I can use 8 points of a compass independently. I can use four and six-figure grid references. I can use keys and symbols including Ordnance Survey maps. I can use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe, measure and record geographical features.		<b>Expected</b>
Some children will have progressed further. They will be able to:	<b>Exceeding</b>	I can select and use appropriate resources to locate and describe physical features. I can use 8 points of a compass in different contexts. I can use four and six-figure grid references for a purpose. I can interpret and explain keys and symbols including Ordnance Survey maps. I can select and use appropriate field work techniques independently.		<b>Exceeding</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			