

Non-Core Age-Related Attainment Expectations



Subject	Year Group	Date	Class
Geography	1		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives				Teacher to write pupils' Initials
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	
Some children will not have made so much progress. They will be able to:	Emerging	I can name places that are familiar to me. I am beginning to name some countries in the United Kingdom.	I can study an area in the UK and begin to think about how it is different to my locality.	I can name some seasons and discuss the weather. I can use a few geographical words: beach, sea, forest, hill, river.	I am beginning to use globes, atlases and maps with help. I can make observations of features of my school. I can use positional language (next to, under) I can use a simple map or plan.	Emerging
	Expected	I can name and locate 2 of the 4 countries of the UK. I can name 1 of the 4 capital cities of the UK. I can name and locate 1 continent and 1 sea of the world.	I can study an area in the UK and discuss one or two human and physical similarities and differences in comparison to my locality.	I can name all 4 seasons & discuss some weather patterns in the UK. I can use basic geographical words: beach, sea, weather, house, shop, hill, river, town, forest, mountain, cliff, soil, season, farm.	I am beginning to use globes, atlases and maps. I can use simple compass directions (N, S, E, W). I can use directional language (near, far, left, right). I can use simple fieldwork, observations and maps to study my school & locality. I can devise a simple map.	Expected
	Exceeding	I can name and locate 5 continents and 3 oceans of the world. I can name and locate 3 of the 4 countries of the UK. I can name 2 of the 4 capital cities of the UK.	I can identify a few human and physical similarities and differences between an area of the UK and an area in a contrasting non-European country.	I can discuss seasonal weather patterns in the UK. I can locate hot/cold areas of the world in relation to the equator and North and South poles. I can use human / physical vocabulary: coast, ocean, valley, vegetation, factory, office, port and harbour.	I can use globes, atlases and maps to identify studied regions. I can use compass directions and directional language to describe features/routes on a map. I can express my views about people, places and the environment. I can devise a simple map and am beginning to use a key.	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			



Non-Core Age-Related Attainment Expectations



Subject	Year Group	Date	Class
Geography	2		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives				Teacher to write pupils' Initials
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	
Some children will not have made so much progress. They will be able to:	Emerging	I can name and locate 1 or 2 continents and oceans of the world. I can name and locate 2 of the 4 countries of the UK. I can name 1 of the 4 capital cities of the UK.	I can identify a few human and physical similarities and differences between an area of the UK & an area in a contrasting non-European country with support.	I can name all 4 seasons & discuss some weather patterns in the UK. I can locate some hot/cold areas of the world in relation to the equator and N/S poles. I can use basic vocabulary: beach, cliff, forest, hill, mountain, sea, river, soil, season and weather.	I am beginning to use globes, atlases and maps. I can use simple compass directions (N, S, E, W) and directional language (near, far, left, right). I can devise a simple map.	Emerging
	Expected	I can name and locate 5 continents and 3 oceans of the world. I can name and locate 3 of the 4 countries of the UK. I can name 2 of the 4 capital cities of the UK.	I can identify a few human and physical similarities and differences between an area of the UK and an area in a contrasting non-European country.	I can discuss seasonal weather patterns in the UK. I can locate hot/cold areas of the world in relation to the equator and North and South poles. I can use human / physical vocabulary: coast, ocean, valley, vegetation, factory, office, port and harbour.	I can use globes, atlases and maps to identify studied regions. I can use compass directions and directional language to describe features/routes on a map. I can use fieldwork, observations & maps to express my views about people, places & the environment. I can devise a simple map and am beginning to use a key.	Expected
	Exceeding	I can name the 7 continents and 5 oceans accurately. I can name and locate counties and cities of the United Kingdom. I can identify the position and significance of the Equator, Arctic and Antarctic Circle.	I can discuss in depth several human and physical similarities and differences between an area of the UK and an area in a contrasting non-European country.	I can discuss seasonal and daily weather patterns in the UK. I can identify human and physical characteristics of the United Kingdom. I can use a wider range of human / physical vocabulary.	I can locate areas of interest using globes, atlases and maps. I can observe, measure, record and present features in the local area using a range of methods. I can devise a simple map with basic symbols in a key.	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			



Non-Core Age-Related Attainment Expectations



Subject	Year Group	Date	Class
Geography	3		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives				Teacher to write pupils' Initials
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	
Some children will not have made so much progress. They will be able to:	Emerging	I can name and locate some cities in the UK. I can begin to locate different countries on a World Map. I can locate the Equator, Arctic and Antarctic Circle.	I can learn about the differences and similarities between countries, regarding their distance from the UK and temperature.	I can identify some human and physical characteristics of the United Kingdom. I can sort the human and physical features of the city I live in. I can learn about key aspects of settlements and land use.	I can use globes, atlases and maps. I can use two-figure grid references. I can begin to consider the impact of food miles on the environment. I can devise an aerial map. I can express my opinions about the local environment.	Emerging
	Expected	I can name and locate counties and cities of the UK. I can begin to locate different countries on a World Map and link this to 'where our food comes from'. I can identify the position and significance of the Equator, Arctic and Antarctic Circle.	I can learn about the differences and similarities between countries, regarding their distance from the UK, distance from the equator, population, temperature and rainfall.	I can identify human and physical characteristics of the United Kingdom. I can sort / discuss the human and physical features of the city I live in. I can understand key aspects of settlements and land use.	I can use globes, atlases and maps to identify studied regions. I can use four-figure grid references. I can begin to consider the impact of food miles on the environment. I can devise an aerial map and am beginning to use a key. I can observe, measure, record and present features of the local area using a range of methods and expressing my own opinions.	

Some children will have progressed further. They will be able to:	Exceeding	I can use maps to locate counties, cities and countries of the World.	I can identify geographical regions of the UK.	I can begin to understand key aspects of climate zones, biomes and vegetation belts.	I can express my own opinions about different environments, including human impact on climate change.	Exceeding
		I can identify the position and significance of the Topics of Cancer and Capricorn.		I can consider similarities and differences between human and physical geography in different climate zones.	I can use fieldwork to observe, measure, record and present human and physical features using sketching, maps, plans, graphs or digital technologies.	

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			



Non-Core Age-Related Attainment Expectations



Subject	Year Group	Date	Class
Geography	4		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Fieldwork		
Some children will not have made so much progress. They will be able to:	Emerging	<p>I can locate some countries on a map.</p> <p>I can identify the Topics of Cancer and Capricorn.</p> <p>I can learn about different climates around the world.</p>	<p>I can learn about geographical regions of the UK</p> <p>I can learn about key topographic features of the UK such as hills, mountains, coast and rivers.</p>	<p>I can learn about key aspects of climate zones, biomes and vegetation belts.</p> <p>I can consider similarities and differences between human and physical geography in different climate zones.</p>	<p>I can use globes, atlases and maps to identify studied regions.</p> <p>I can learn how humans and animals have adapted to different climates.</p> <p>I can express my own opinions about different environments.</p> <p>I can use fieldwork to observe, measure, record and present human and physical features using sketching, maps, plans, graphs or digital technologies.</p>	Emerging
Most children will be able to:	Expected	<p>I can locate the world's countries on a map, focusing on Europe.</p> <p>I can identify the position and significance of the Topics of Cancer and Capricorn.</p> <p>I can discuss different climates around the world.</p>	<p>I can identify geographical regions of the UK</p> <p>I can identify key topographic features of the UK such as hills, mountains, coast and rivers.</p>	<p>I can understand key aspects of climate zones, biomes and vegetation belts.</p> <p>I can consider similarities and differences between human and physical geography in different climate zones.</p>	<p>I can use globes, atlases and maps to identify studied regions.</p> <p>I can consider how humans and animals have adapted to different climates.</p> <p>I can express my own opinions about different environments, including human impact on climate change.</p> <p>I can use fieldwork to observe, measure, record and present human and physical features using sketching, maps, plans, graphs or digital technologies.</p>	Expected
Some children will have progressed further. They will be able to:	Exceeding	<p>I can locate countries of the World.</p> <p>I can locate counties and cities of the United Kingdom.</p> <p>I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.</p>	<p>I can discuss human and physical similarities and differences between two areas of the United Kingdom.</p>	<p>I understand land use patterns and how they have changed over time.</p> <p>I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.</p>	<p>I can use globes, atlases and maps to locate countries, counties and cities.</p> <p>I can use the eight points of a compass and four figure grid references on a map.</p>	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			



Non-Core Age-Related Attainment Expectations



Subject	Year Group	Date	Class
Geography	5		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials		
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork			
Some children will not have made so much progress. They will be able to:	Emerging	I can locate some countries of the world on a map. I can locate some counties and cities of the UK on a map.	I can discuss a few human and physical similarities and differences between the UK and a region of North America.	I can consider how human and physical geography has changed over time. I am understand some of the key aspects of the water cycle.	I can use globes, atlases and maps with some guidance. I can use compass points and grid references on a map with some help. I can use fieldwork to present the human and physical features in the local area.		Emerging
Most children will be able to:	Expected	I can locate countries of the world on a map. I can locate counties and cities of the United Kingdom on a map. I can identify the position and significance of latitude, longitude, Northern Hemisphere & Southern Hemisphere.	I can discuss human and physical similarities and differences between the UK and a region of North America.	I can understand land use patterns and how they have changed over time. I can describe and understand key aspects of the water cycle. I can describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water.	I can use globes, atlases and maps to locate countries, counties and cities. I can use the eight points of a compass and four figure grid references on a map. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using sketching, maps, plans, graphs or digital technologies.		Expected



Some children will have progressed further. They will be able to:	Exceeding	I can locate the world's countries with increasing accuracy including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	I can make comparisons in human and physical geography between an area of the UK, an area in Europe and an area in North America.	I can identify how aspects of the physical and human geography have changed over time.	I can use the eight points of a compass, six-figure grid references on a map, symbols and keys (including the use of Ordnance Survey Maps). I can describe and understand economic activity including trade links.	Exceeding
		I can locate counties and cities of the United Kingdom with increasing accuracy.				
		I can identify the position/significance of Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime / Greenwich Meridian & time zones.				

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			



Non-Core Age-Related Attainment Expectations



Subject	Year Group	Date	Class
Geography	6		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials		
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork			
Some children will not have made so much progress. They will be able to:	Emerging	I can locate countries of the world on a map. I can locate counties and cities of the United Kingdom on a map. I can identify the position and significance of latitude, longitude, Northern Hemisphere & Southern Hemisphere.	I can study two regions of the UK and understand some similarities and differences between their human and physical geography. I can study a region within North or South America and understand some similarities and differences between it's human and physical geography compared to a region in the UK.	I can begin to identify how aspects of the physical and human geography have changed over time. I can describe and understand some key aspects of human geography. I can describe and understand some key aspects of physical geography.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can use the most points of a compass, four-figure grid references, symbols and key (including Ordnance Survey maps). I can begin to describe and understand economic activity including trade links. I can use fieldwork to observe, measure, record and present the human and physical features in the local/wider area using different techniques.	Teacher to write pupils' Initials	Emerging



Most children will be able to:	Expected	<p>I can locate the world's countries with increasing accuracy including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can locate counties and cities of the United Kingdom with increasing accuracy.</p> <p>I can identify the position and significance of latitude, longitude, N & S Hemispheres, Equator, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime / Greenwich Meridian & time zones.</p>	<p>I can study two regions of the UK and understand similarities and differences between their human and physical geography.</p> <p>I can study a region within North or South America and understand similarities and differences between it's human and physical geography compared to a region in the UK.</p>	<p>I can identify how aspects of the physical and human geography have changed over time.</p> <p>I can describe extreme weathers and natural disasters such as volcanoes, earthquakes, tsunamis and hurricanes and their impact.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, six-figure grid references, symbols and key (including Ordnance Survey maps).</p> <p>I can describe and understand economic activity including trade links.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local/wider area using sketching, maps, plans, graphs and digital technologies.</p>		Expected
Some children will have progressed further. They will be able to:	Exceeding	I can demonstrate in-depth knowledge of the environmental regions, key physical and human characteristics and major cities of a world country.	I can make comparisons in human and physical geography between an area of the UK, an area in Europe and an area in North America.	I can describe and explain a wider range of key aspects of both physical and human geography.	<p>I can use fieldwork to study the human and physical features of a world country, including satellite images.</p> <p>I can consider the impact of climate change.</p> <p>I can begin to analyse and interpret data collected from fieldwork.</p>		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>		Emerging	Expected	Exceeding
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

