

Geography Assessment Statements

Year Group	By the end of each year, children at the Expected standard should:	At Greater Depth within the Expected standard they should:
YR	<ul style="list-style-type: none"> - Use geographical vocabulary to describe where they live e.g. street, house, hill, valley, detached, semi-detached house, terraced - Know details about where they live e.g. their own address or that they live in a town called Clitheroe, next to Pendle Hill - Name some festivals that are celebrated around the world e.g. Chinese new year - Point out physical features of the environment around us e.g. hill, river, trees - Point out human features of the environment around us e.g. church, houses, streets, shops, people - Identify different types of places in books they read e.g. cold places such as the Arctic, hot places such as Africa 	<ul style="list-style-type: none"> - Ask questions about the place they live - Find out more about the place they live - Use geographical vocabulary accurately. - Understand that lots of people live all over the world in different countries. - Understand that places are different to each other e.g. Clitheroe is a town, but London is a large city.
Y1	<ul style="list-style-type: none"> - Name and locate the four countries of the UK e.g. Northern Ireland, England, Scotland and Wales. - Know details about where they live e.g. that they live in Clitheroe, a town in the Ribble Valley, close to Pendle Hill, next to the River Ribble. - Know their own address by heart. - Know the seven continents and know that the UK is in Europe and Australia is in Oceania. - Know the capital cities of the UK e.g. England – London, Scotland – Edinburgh, Wales – Cardiff, Northern Ireland – Belfast. - Know some of the names of the surrounding seas of the UK e.g. English Channel, Atlantic Ocean, North Sea. - Identify some famous landmarks of the UK and other countries e.g. Stonehenge, the Tower of London, Clitheroe Castle, Sydney Opera House, Great Barrier Reef. - Use simple directions e.g. near and far, left and right, North, South, East and West - Use geographical vocabulary to describe places e.g. mountain, forest, country, city, town, village, beach, coast. - Draw a simple map using map symbols and a key. - Discuss changing weather throughout the seasons. - Identify hot and cold areas of the world on a globe or atlas. 	<ul style="list-style-type: none"> - Ask questions about where they live, including the country, not just the town. - Answer more in-depth questions about places. - Know key differences between the UK and Australia e.g. that it is night-time in Australia when it is day-time here in the UK. - Know more detailed facts about where they live e.g. that the Ribble Valley gets its name from the river Ribble which runs through it. - Know more detailed information and link knowledge e.g. that the UK is an island surrounded by seas. - Use technical language in lessons without prompting e.g. valley, city, town, mountain, beach, coast - Explain physical processes e.g. why some places are hot and some are cold (the sun's rays) or that the seasons are different in other parts of the world.

Y2	<ul style="list-style-type: none"> - Locate different places on a map e.g. London, Clitheroe, Edisford. - Describe different house types e.g. terraced, detached, semi-detached, bungalow, cottage. - Know their own address by heart, their street, town, county and country. - Name the seven continents and the five oceans of the world. - Remember the four countries and some of the surrounding seas of the UK. - Identify hot and cold areas of the world relating to the Equator, the North and South Poles. - Identify key features of coastal areas e.g. shoreline, beach, dunes. - Use compass points such as north, south, east and west to describe where places are e.g. London is in the south of England, Clitheroe is in the north of England. - Identify human features of their environment e.g. church, Low Moor, castle, town centre, shops, Roefield. - Identify physical features of their environment e.g. river Ribble, Pendle Hill, Ribble Valley, Kemple End, forest, valley, river, lake, cliff. - Draw a map of different places using map symbols and a key. - Identify key landmarks of different places e.g. Clitheroe Castle, Edisford River, Tower of London, Elizabeth Tower and Big Ben, Houses of Parliament, The London Eye, Walkie Talkie Tower, the Gherkin. - Identify different types of land e.g. beach, town, valley, hill, farmland, coast, forest, river bank. 	<ul style="list-style-type: none"> - Use more technical vocabulary without prompting during lessons e.g. terraced, detached, cottage, continent, ocean, North and South Poles - Ask further questions about where they live, the places they study and find out more about them. - Answer more in-depth questions about the areas they are studying e.g. why is it colder in the North Pole? Why is it hotter at the Equator? - Identify why people cannot live in very hot or extremely cold environments. - Use north, south, east and west confidently to describe directions and locations. - Know the difference between human and physical features of the land. - Identify some of the impact of humans on tourist attractions or land e.g. erosion at the Tower of London, erosion on beaches.
Y3	<ul style="list-style-type: none"> - Locate other European countries and cities on a map e.g. Scandinavia. - Know key facts about Scandinavia e.g. four countries, in Europe, colder climate, near polar zone (Finland, Norway), coastline has fjords - Identify key human features e.g. language, currency, cities, landmarks - Identify key physical features e.g. fjords, coastline, landscape. - Identify land use patterns in our town of Clitheroe e.g. new housing, shops, services, residential and commercial. - Identify key topography of Clitheroe e.g. surrounding hills, river, landmarks. - Use the terms deciduous and coniferous to describe forests. - Sketch accurate maps of the local area including landmarks, including keys and symbols. - Use map symbols and keys when using maps. - Use terms north-west, north-east, south-west and south-east for directions. 	<ul style="list-style-type: none"> - Ask deeper questions about the place they live in and other places in Europe. - Answer more in-depth questions about the places they are studying e.g. What is the climate like in Scandinavia? How did fjords form? Why is it colder in Scandinavia? - Understand how some physical features were formed e.g. glaciers in the Ice Age – fjords and Pendle Hill was formed by glaciers. - Identify the similarities and differences between the four countries of Scandinavia. - Confidently reading maps and using symbols and keys (indexes).

		<ul style="list-style-type: none"> - Confidently using compass directions.
Y4	<ul style="list-style-type: none"> - Locate the Tropics of Cancer and Capricorn and describe why they are the hottest place on Earth. - Locate the Equator and explain why the sun is hottest here. - Know some of the reasons for deforestation e.g. human impact cutting trees for palm oil trees, developments etc. - Identify the main similarities and differences between the UK and North America. - Name and describe some landmarks of North America e.g. the Panama Canal. - Identify the impact of tourism on the economy and the landscape of countries. - Name some types of renewable energy e.g. wind farms, solar panels etc. - Name some types of non-renewable energy e.g. coal, fossil fuels. - Explain the water cycle e.g. condensation, precipitation, transpiration, evaporation etc. - Present data e.g. rainfall in rainforest in Brazil compared to rainfall in Clitheroe. 	<ul style="list-style-type: none"> - Identify the pros and cons of renewable and non-renewable energy and its impact on the Earth and its people. - Ask and answer in-depth questions about the places they are studying e.g. why is palm oil so sought after? Are wind farms the solution to the energy crisis? Why do we rely so heavily on fossil fuels? - Is tourism always a benefit to a community? - Identify the effects of drought on communities. - Analyse data e.g. rainfall data, explaining trends and patterns. - Confidently using compass directions. - Understand that resources are finite and may run out one day e.g. water, fossil fuels.
Y5	<ul style="list-style-type: none"> - Identify different types of volcano. - Explain the effect of tectonic plate movement e.g. earthquakes, volcanoes, fault lines. - Describe advantages and disadvantages of living in different biomes e.g. near a volcano - Know the difference between longitude and latitude and identify them on a map. - Identify polar, tropic and temperate regions on a map using lines of significance. - Identify the Prime Meridian or Greenwich Meridian line and how it affects time zones. - Locate the world's countries, identifying their physical features. - Use key geographical terms such as northern hemisphere, Tropic of Cancer, Equator, temperate, climate zone etc. - Identify the effects of humans on the Earth e.g. tourism and its benefits and damage. - Use map keys and symbols to read them including indexes. - Use four figure/six figure co-ordinates to locate places on maps. - Use the eight points of a compass to describe location of different places on maps. 	<ul style="list-style-type: none"> - Make links between the impact of humans and extreme events e.g. extreme weather such as storms, floods, drought. - Ask and answer in-depth questions about the places they are studying e.g. why do people live near active volcanoes? When did we first use longitude and latitude? (The Tudors invented them for navigation). How are maps made? - Describe what it is like to live next to a volcano. - Explain why people live where they do e.g. why there are more people living in the northern hemisphere than the southern hemisphere. - Confidently using the eight compass directions.

Y6	<ul style="list-style-type: none"> - Locate the world's countries and cities using atlases and maps (indexes, co-ordinates). - Note physical features of different countries such as natural resources. - Describe Spain and its topography e.g. Catalonia (autonomous community), Andorra, Bay of Biscay, Spanish islands – Balearics and Canaries, coastline, mountain regions, cities such as Barcelona. - Use geographical vocabulary well, such as mountain range, metropolis, conurbation, hamlet, suburban, urban, land-locked and coastal. - Describe different settlement types in Clitheroe and other places in the world e.g. population, land use and types of services - Identify landmarks and attractions in a major city of Europe. - Explain the impact of tourism, both advantages and disadvantages, on famous landmarks or places. - Identify the main reasons for Catalonia's independence. - - 	<ul style="list-style-type: none"> - Explain how natural resources impact the socio-economics of a community e.g wars over resources – Ukraine and Russia, and also Congo. - Explain why regions want independence from others e.g. keep hold of traditions, economies, languages and history. - Understand how places are shaped by their history e.g. Pendle Hill (pen-hill, dle-hill, hill-hill), Ribchester – Roman history, Spain – Franco and alliance made with Hitler to switch Spain's clocks forwards an hour. - Understand how industry and important buildings were constructed around natural features in Clitheroe, such as Holmes Mill (near Mearley Brook), Norman castle built on the hill. - Explain how tourism affects their own environment e.g. erosion on Pendle Hill (wider footpaths have been created).
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