**Assessment Expectations in Geography**

**Expected Standard**

|  |
| --- |
| **A Year 1 geographer can:** |
| Name and locate the world’s seven continents and 5 oceans on maps and globes. Understand the main features of their local area. Use a simple map and create their own. Identify seasonal and daily weather patterns in the UK and observe features of surrounding environment. Use basic geographical vocabulary such as: *ocean, city, town, village, season, weather.*  |
| **A Year 2 geographer can:** |
| Name and locate the four countries and capital cities of the UK on maps and atlases. Understand similarities and differences between Chembokoli and their local area. Use simple compass directions to describe location. Identify the location of hot and cold areas of the World in relation to the Equator and North and South Poles on maps and globes.Use geographical vocabulary such as: *landscape, landmark, compass, continent, equator, climate* |
| **A Year 3 geographer can:** |
| Name and locate geographical regions of the UK and their identifying human and physical characteristics, using digital mapping. Understand similarities and differences in human and physical knowledge between Southport and our local area. Use the 8 points of a compass to locate. Describe and understand key aspects of physical geography including the major biomes. Use mapping (including digital) to locate and describe features studied.Use geographical vocabulary such as: *rural, urban, land-use, survey, tropics, natural environment* |
| **A Year 4 geographer can:** |
| Identify the position and significance of the meridians, tropics and time zones. Use an atlas or a globe to locate positions. Understand similarities and differences in human and physical features of France, using mapping (including digital) to locate and describe features studied. Know that natural resources are distributed unevenly around the world and link to fair trade.Use geographical vocabulary such as: *hemispheres, Greenwich meridian, time zones, biomes, settlement, trading(?)* |
| **A Year 5 geographer can:** |
| Identify the environmental regions, countries and cities of the Americas. Use maps, atlases and globes to locate countries. Understand similarities and differences in human and physical features of the Amazon Basin, using mapping (including digital) to locate and describe features studied. Describe and understand key aspects of rivers and river features. Use symbols and keys (including the use of Ordnance Survey maps). Use geographical vocabulary such as: *polar regions, drainage basin, tributary, courses, meanders* |
| **A Year 6 geographer can:** |
| Identify the environmental regions, countries and cities of Europe. Use 8 points of a compass and 4-6 figure grid references. Understand similarities and differences in human and physical features of the Lake District, using mapping (including digital) to locate and describe features studied. Describe and understand key aspects of physical and human geography in the location and formation of volcanoes. Observe, measure, record and present features using different methodsUse geographical vocabulary such as: *topography, tourism, population density, tectonic, volcano, tundra, agriculture*  |