

Assessment Progression Map

Geography			
ELGs		Essential opportunities Key stage 1	Essential opportunities Key stage 2
<p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<p>Locational Knowledge: To investigate places</p>	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
<p>Place Knowledge: To investigate patterns</p>	<ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> - identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - identify the Prime/Greenwich Meridian and time zones (including day and night).

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Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
Human and Physical Geography: To communicate geographically	<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> * key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather * key human features, including: city, town, village, factory, farm, house, office and shop 	<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> * key physical features, including: cliff and sea * key human features, including: port and harbour 	<ul style="list-style-type: none"> - describe and understand key aspects of: <ul style="list-style-type: none"> * 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.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - devise a simple map; and use and construct basic symbols in a key - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> - use the eight points of a compass, four figure grid references, symbols and key (draw own) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.