

	Assessing Pupil Progress in Geography Matrix . End of Key Stage 1			
	What the National Curriculum expects:	EMERGING	DEVELOPING	SECURE
Locational Knowledge	<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 UK and its surrounding seas	<p>Recognise and name the continents and oceans using an atlas, globe or the internet</p> <p>Name and locate the four countries and the capital cities of the UK and the surrounding seas</p>	<p>Recognise, name and locate the seven continents and five oceans on a globe, atlas and the internet</p> <p>Name and locate the four countries and the capital cities of the UK and the surrounding seas and identify a number of characteristics (main rivers, mountain ranges)</p>	<p>Describe the location of the continents and oceans in relation to The N and S Poles and the equator</p> <p>Name and locate the four countries and the capital cities of the UK and the surrounding seas and identify a number of characteristics (rivers, mountains, climate, landmarks)</p>
Place Knowledge	<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	<p>Name aspects of the physical and human geography of a small area in the UK (landscape, climate, buildings)</p> <p>Name aspects of the physical and human geography of a small area in t a contrasting non -European country (landscape, climate, buildings)</p>	<p>Recognise the differences between physical and human aspects of a small area in the UK (landscape, climate, buildings)</p> <p>Recognise aspects of the physical and human geography of a small area in a contrasting non - European country (landscape, climate, buildings)</p>	<p>Demonstrate what may be similar and different in terms of physical and human geographical features of the places studied both in the UK and in a contrasting non - European country</p>
Human and physical geography	<ul style="list-style-type: none">• 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• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather key human features, including: city, town, village, factory, farm, house, office, port, harbour ,shop	<p>Identify weather patterns and seasonal changes in the weather in the UK</p> <p>Understand there are hot and cold areas in the world</p> <p>Use geographical vocabulary with an understanding of human and physical terms</p>	<p>Classify weather patterns and seasonal changes in the weather in the UK</p> <p>Relate hot and cold places to the continents in relation to the N and S Poles</p> <p>Describe places using a range of human and physical vocabulary</p>	<p>Demonstrate an understanding of the weather patterns and characteristic seasonal changes in the weather in the UK.Describe hot and cold places in relation to the N and S Poles and the Equator</p> <p>Describe and apply knowledge of places by using a range of specific human and physical vocabulary</p>
Geographical skills and fieldwork	<ul style="list-style-type: none">• 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• 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• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key• 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	<p>Understand what world maps and globes show and use them to locate a range of places</p> <p>Locate places using locational and directional language (near, far, left, right) on maps of the surrounding environment. Follow a route and describe features</p> <p>Use aerial photographs and those on internet (satellite images) to recognise landmarks. Draw a map and add some symbols</p> <p>Collect data to record the weather Collect and tally data of housing, street furniture, human and physical features from the surrounding environment through first hand observation</p>	<p>Recognise the UK, some countries , the continents and oceans on world maps and globes</p> <p>Locate places using locational and directional language NSEW on maps of the surrounding environment. Follow and describe routes and identify features on maps</p> <p>Describe landmarks and human and physical features on aerial photographs. Devise a map with symbols and consider how they could be compiled in a key</p> <p>Collect and classify data as a means of recording the weather Collect and classify data of housing, street furniture, human and physical features from the surrounding environment through first hand observation</p>	<p>Locate places using locational and directional language NSEW on maps of the surrounding environment. Follow and describe routes and identify features on maps</p> <p>Demonstrate an understanding of how to interpret routes on maps of the surrounding environment using locational and positional language of near, far left, right and the compass points of NSEW</p> <p>Demonstrate an understanding of what aerial photographs show. Classify human and physical features. Devise an accurate map of the surrounding environment with appropriate symbols in a key</p> <p>Collect and classify data as a means of recording the weather Collect, classify and analyse data of housing, street furniture, human and physical features from the surrounding environment through first hand observation</p>

