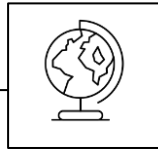


Geography Assessment Statements

St James' Church of England Primary

EYFS:

	Emerging	Expected
Reception:	<p>I can draw my family.</p> <p>I can tell you about them from my drawing.</p> <p>I can share a family photo that is a happy memory.</p> <p>I know who I can ask to help me in school.</p> <p>I know the name of the head teacher what they do.</p> <p>I know the school secretary and what they do.</p> <p>I can tell you 'this is old'.</p> <p>I can tell you if a character in a story is old.</p> <p>I can tell you if this story is about the past.</p> <p>I am beginning to learn traditional stories from the past. Guy Fawkes, Christmas story, Easter story</p> <p>I can show you a map.</p> <p>I can explore a simple map.</p> <p>I can make a treasure map with X marking the treasure spot.</p> <p>I can tell the building is a church.</p> <p>I can go to assembly to worship.</p> <p>I can listen to people from different religions and cultures with interest.</p> <p>I can tell you I live in a town.</p> <p>I can tell you the nearest city.</p>	<p>I can tell you what my family likes and dislikes.</p> <p>I can tell you what they do when I'm at school.</p> <p>I can share something from home to tell you more about my family.</p> <p>I can answer questions about my family life.</p> <p>I can tell three members of staff from the school and their roles.</p> <p>I can tell you what people in our community do to help us.</p> <p>I can explore old artifacts and tell you why they are old.</p> <p>I can tell you about the present.</p> <p>I can tell you a story from the past.</p> <p>I can tell you a fairy tale.</p> <p>I can tell you the theme from the tale.</p> <p>I can tell you about the characters.</p> <p>I can tell you a traditional tale from another culture.</p> <p>I can explore a google map of our school.</p> <p>I can show you features.</p> <p>I can look at a local street or railway map and explore our area.</p> <p>I can tell you it's a church, synagogue, Mosque, Gurudwara.</p> <p>I can tell you characteristics of other religions and cultures.</p> <p>I can tell you what places of worship are near our school.</p> <p>I can ask a visitor question about different religions and cultures.</p> <p>I can tell you where I live and describe its features.</p> <p>I can tell you about the countryside and why it is different to where I live.</p> <p>I can tell you it is natural.</p> <p>I can tell you it is manmade.</p>



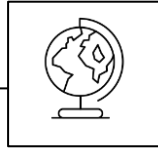
Geography Assessment Statements

St James' Church of England Primary

Year 1 and 2:

	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>
<u>Locational Knowledge</u>	Locational Knowledge: Show their emerging knowledge and understanding of the world by showing an awareness of; the seven continents and five oceans, the four UK countries/capital cities and its surrounding seas.	Locational Knowledge: Show their developing knowledge and understanding of the world by beginning to name and locate; the seven continents and five oceans, the four UK countries/capital cities and its surrounding seas.	Locational Knowledge: Show their developing knowledge and understanding of the world by naming and locating; the seven continents and five oceans, the four UK countries/capital cities and its surrounding seas with increasing accuracy.
<u>Place Knowledge</u>	Place Knowledge: Show some place knowledge of a small area of the United Kingdom and that of a non-European country.	Place Knowledge: Show their growing place knowledge of a small area of the United Kingdom and that of a non-European country.	Place Knowledge: Show their growing knowledge of a small area of the United Kingdom and that of a non-European country, making links and comparisons.
<u>Human and Physical Geography</u>	Human and Physical Geography: Show their emerging knowledge of seasonal and daily weather patterns and some knowledge of the Equator and the North and South Poles. Use some basic geographical vocabulary (as per the national curriculum) understanding some of the topic's 'Vital Vocabulary'.	Human and Physical Geography: Show their growing knowledge of seasonal and daily weather patterns and some knowledge of the Equator and the North and South Poles. Use growing basic geographical vocabulary (as per the national curriculum) incorporating some of the topic's 'Vital Vocabulary', communicating with increased clarity.	Human and Physical Geography: Show their growing knowledge of seasonal and daily weather patterns and some knowledge of the Equator and the North and South Poles. Use basic geographical vocabulary accurately (as per the national curriculum) incorporating a variety of the topic's 'Vital Vocabulary', communicating with increasing articulacy throughout.
<u>Skills</u>	Skills: Begin to develop some basic geographical skills, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology	Skills: Begin to develop and utilise a variety of basic geographical skills, with increased independence, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology.	Skills: Begin to independently utilise a widening variety of geographical skills to accurately answer simple questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology.
<u>Skills (Mapping, Fieldwork, Enquiry and Investigation, Communication, Use of ICT/technology)</u>	Mapping (Beginning to recognise, and use some information on maps, while beginning to understand their key features). Fieldwork (Beginning to use simple fieldwork techniques to study the school and surrounding area).	Mapping (Beginning to recognise, draw, use, plot and locate information on maps, while beginning to understand their key features). Fieldwork (Beginning to use simple fieldwork techniques and equipment to study the school and surrounding	Mapping (Showing an increasing understanding of how to recognise, draw, use, plot and locate information on maps, understanding their key features, confidently and independently to apply to different maps). Fieldwork (Using simple fieldwork techniques

	<p><u>Enquiry and Investigation</u> (Beginning to ask simple geographical questions to investigate using observations).</p> <p><u>Communication</u> (Beginning to communicate geographical ideas and communicate these with some accuracy).</p> <p><u>Use of ICT/Technology</u> (Beginning to use simple technology and software to support geographical understanding and record some geographical features).</p>	<p>area, with increasing accuracy).</p> <p><u>Enquiry and Investigation</u> (Beginning to ask simple geographical questions to investigate using observations and descriptions).</p> <p><u>Communication</u> (Beginning to communicate geographical ideas and communicate these with some accuracy, using basic Vital Vocabulary).</p> <p><u>Use of ICT/Technology</u> (Beginning to use simple technology and software to support geographical understanding and record geographical features, describing and labelling what is produced).</p>	<p>and equipment to study the school and surrounding area, with accurate geographical language).</p> <p><u>Enquiry and Investigation</u> (Asking simple, relevant geographical questions to investigate using observations and descriptions, recognising differences between other peoples' lives).</p> <p><u>Communication</u> (Beginning to communicate geographical ideas and communicate these with increasing accuracy, using developing Vital Vocabulary to make comparisons).</p> <p><u>Use of ICT/Technology</u> (Beginning to use simple technology and software with increasing confidence to support geographical understanding and record geographical features, describing and labelling what is produced accurately).</p>
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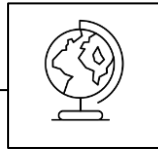
Geography Assessment Statements

St James' Church of England Primary

Year 3 and Year 4:

	Emerging	Expected	Exceeding
<u>Locational Knowledge</u>	Locational Knowledge: Show their emerging knowledge and understanding of the world by showing an awareness of; some world countries and some UK counties, cities and rivers. (In addition to an emerging knowledge of previous year groups non-negotiables).	Locational Knowledge: Show their developing knowledge and understanding of the world by naming and beginning to locate; a variety of world countries and a variety of UK counties, cities and rivers. (In addition to an almost secure knowledge of previous year groups non-negotiables).	Locational Knowledge: Show their secure knowledge and understanding of the world by accurately naming and locating; a variety of world countries and a variety of UK counties, cities and rivers. (In addition to a secure knowledge of previous year groups non-negotiables).
<u>Place Knowledge</u>	Place Knowledge: Show some place knowledge of a region of the United Kingdom and a region of a European country.	Place Knowledge: Show their secure place knowledge of a region of the United Kingdom and a region of a European country.	Place Knowledge: Show their secure place knowledge of a region of the United Kingdom and a region of a European country, making links and comparisons.
<u>Human and Physical Geography</u>	Human and Physical Geography: Show their emerging knowledge of the difference between physical and human geography, describing some basic features by utilising some of the topic's 'Vital Vocabulary'.	Human and Physical Geography: Show their developing knowledge of the difference between physical and human geography, describing and understanding key aspects of their features by utilising the topic's 'Vital Vocabulary', with geographical accuracy.	Human and Physical Geography: Show their developing knowledge of the difference between physical and human geography, describing and understanding key aspects of their features by utilising the topic's 'Vital Vocabulary', with geographical accuracy. Also showing an understanding how these features may change and develop over time.
<u>Skills</u>	Skills: To continue to develop and utilise some geographical skills, to answer simple questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology.	Skills: To begin to utilise a widening variety of geographical skills, with increased independence, to accurately answer more complex questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology.	Skills: To independently utilise a widening variety of geographical skills, to accurately answer more complex questions and start to be geographically aware of the world around them, from the strands of mapping, fieldwork, enquiry /investigation, communication and use of ICT/technology.
<u>Skills (Mapping, Fieldwork, Enquiry and Investigation, Communication, Use of ICT/technology)</u>	Mapping (Continuing to recognise, draw, use, plot and locate some information on a wide range of maps.	Mapping (Being able to recognise, draw, use, plot and locate information on a wide variety of maps,	Mapping (Being able to recognise, draw, use, plot and locate information across a wide variety of maps,

	<p>continuing to understand their key features).</p> <p><u>Fieldwork</u> (Beginning to use simple fieldwork techniques, including the 8 points of a compass to study the local area).</p> <p><u>Enquiry and Investigation</u> (Beginning to ask simple geographical questions to investigate using observations).</p> <p><u>Communication</u> (Beginning to communicate geographical ideas and communicate these with some accuracy, considering own beliefs).</p> <p><u>Use of ICT/Technology</u> (Developing the use of simple technology and software to support geographical understanding and record some geographical features from different sources).</p>	<p>understanding most of the key features, with increasing confidence).</p> <p><u>Fieldwork</u> (Beginning to use simple fieldwork techniques, including the 8 points of a compass to observe, measure and record geographical features in the local area, with increasing accuracy).</p> <p><u>Enquiry and Investigation</u> (Beginning to ask more searching geographical questions to investigate comparisons in their own lives, to those of others).</p> <p><u>Communication</u> (Beginning to communicate geographical ideas and opinions through a range of methods, communicating these concepts using developing Vital Vocabulary).</p> <p><u>Use of ICT/Technology</u> (Developing the use of technology and software to support geographical understanding and record geographical features through a variety of mediums, describing and labelling what is produced).</p>	<p>understanding all of the key features, with confidence and geographical accuracy).</p> <p><u>Fieldwork</u> (Show their secure knowledge and application of simple fieldwork techniques, including the 8 points of a compass to observe, accurately measure and record geographical features in the local area, making links between observations).</p> <p><u>Enquiry and Investigation</u> (Regularly asking more searching geographical questions to compare their own lives and empathise in relation to differences of others).</p> <p><u>Communication</u> (Accurately communicating geographical ideas and opinions through a range of methods, communicating these concepts using secure Vital Vocabulary, while also expressing opinions and personal views).</p> <p><u>Use of ICT/Technology</u> (Accurately using technology and software to support geographical understanding and record geographical features through a variety of mediums, describing and labelling what is produced, while being aware of the importance of Geographical technology within the wider world).</p>
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Geography Assessment Statements

St James' Church of England Primary

Year 5 and Year 6:

	<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>
<u>Locational Knowledge</u>	Locational Knowledge: Show their emerging knowledge and understanding of the world by showing an awareness of; some world countries, the geography of the UK and aspects of the globe's divisions (such as the tropics, equator and hemispheres). (In addition to emerging knowledge of previous year groups non-negotiables).	Locational Knowledge: Show their secure knowledge and understanding of the world by understanding; the location of some world countries including North and South America, the geography of the UK and the position of most aspects of the globe's divisions (such as the tropics, equator and hemispheres). (In addition to an almost secure knowledge of previous year groups non-negotiables).	Locational Knowledge: Show their secure knowledge and understanding of the world by understanding; the location of a variety of world countries including North and South America, the geography of the UK and the position and significance of features of the globe's division (such as the tropics, equator and hemispheres). (In addition to an almost secure knowledge of previous year groups non-negotiables).
<u>Place Knowledge</u>	Place Knowledge: Show some place knowledge of a region of the United Kingdom, a region of a European country and a region of North/South America.	Place Knowledge: Show their secure place knowledge of a region of the United Kingdom, a region of a European country and a region of North/South America.	Place Knowledge: Show their secure place knowledge of a region of the United Kingdom, a region of a European country and a region of North/South America, making significant links and comparisons.
<u>Human and Physical Geography</u>	Human and Physical Geography: Show their developing knowledge of the difference between physical and human geography, describing their features by utilising some of the topic's 'Vital Vocabulary', with some geographical accuracy.	Human and Physical Geography: Show their increasingly secure knowledge of physical and human geography, describing and understanding most key aspects of their features by utilising the topic's 'Vital Vocabulary', with geographical accuracy.	Human and Physical Geography: Show their secure knowledge of the difference between most aspects of human and physical geography, describing and understanding key aspects of their features by utilising the topic's 'Vital Vocabulary', with geographical accuracy, in a variety of contexts. Understanding how these features change over time.
<u>Skills</u>	Skills: To utilise a widening range of geographical skills, to continue to answer simple questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology.	Skills: To securely utilise a range of geographical skills, with increased independence, to accurately answer complex questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology.	Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically aware of the world around them, from the strands of mapping, fieldwork, enquiry/investigation, communication and use of ICT/technology.

<p><u>Skills (Mapping, Fieldwork, Enquiry and Investigation, Communication, Use of ICT/technology)</u></p>	<p><u>Mapping</u> (Beginning to use and interpret maps appropriately to locate countries and features that are being studied). <u>Fieldwork</u> (Beginning to use more complex fieldwork techniques, to observe, measure and record human and physical features, with some accuracy). <u>Enquiry and Investigation</u> (Beginning to ask general geographical questions to investigate using observations). <u>Communication</u> (Beginning to communicate more complex geographical ideas and communicate these with some accuracy, in a variety of ways using some Vital Vocabulary). <u>Use of ICT/Technology</u> (Beginning to use a widening range of technology and software to support geographical understanding and communicate some geographical information electronically).</p>	<p><u>Mapping</u> (Being able to select, use and interpret maps appropriately to locate countries and features that are being studied, with increasing confidence). <u>Fieldwork</u> (Beginning to use more complex fieldwork techniques, to observe, measure, record and interpret human and physical features). <u>Enquiry and Investigation</u> (Asking general geographical questions to investigate using observations and make predictions). <u>Communication</u> (Communicating more complex geographical ideas and communicating these in a variety of ways, using some secure application of Vital Vocabulary, while critically evaluating content). <u>Use of ICT/Technology</u> (Using an increasingly widening range of technology and software to support geographical understanding and communicate some geographical information electronically, with accuracy).</p>	<p><u>Mapping</u> (Being able to confidently and accurately select, use and interpret appropriate maps to locate countries and features that are being studied). <u>Fieldwork</u> (Beginning to use more complex fieldwork techniques, to accurately observe, measure, record and interpret human and physical features, making links between observations). <u>Enquiry and Investigation</u> (Asking general geographical questions to investigate using observations, make predictions and test simple hypotheses). <u>Communication</u> (Accurately communicating more complex geographical ideas and communicating these in a variety of ways while critically evaluating content, using precise geographical language and Vital Vocabulary). <u>Use of ICT/Technology</u> (Accurately using a wide range of technology and software to support geographical understanding and communicate geographical information electronically, with accuracy. Also, being aware of the importance of Geographical technology within the wider world).</p>
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