

Phase 1 Geography Assessment		Academic Year started		Name:		
Please date and then mark with B for Beginning, D for Developing or E for Embedded as the students finish the term to show progress through the year						
	Pathway	Term 1	Term 3	Term 5		
Fieldwork	River	Can they develop pupil vocabulary and an early sense of space?	Can they use their senses to learn about the world?	Can they recognise familiar features?	Can they recognise familiar features?	
		Can they use senses to explore?			Can they draw the familiar environment with accurate colours of key features?	
		Can they recognise familiar features?			Can they use vocabulary in relation to size?	
	Waterfall				Can they use simple shapes in their drawing to represent the physical world?	
					Can they use their senses to learn about the world around them?	
		Can they link objects to size and colour?			Can they express their own point of view?	
Year 1	Map	Can they follow one part instructions?	Can they draw a simple map of their immediate environment?	Can they use key vocabulary linked to size and colour to describe objects?	Can they use key vocabulary linked to size and colour to describe objects?	
		Can they follow two part instructions?			Can they draw the familiar environment with accurate colours of key features?	
		Can they use simple shapes to draw key features around the school?				
	Waterfall	Can they create a simple representational drawing of key features of their immediate environment?			Can they recognise that their drawing can represent something real?	
		Can they follow multistep instructions?			Can they draw simple maps of the immediate environment?	
		Can they use positional language to give directions?				
Enquiry	River	Can they draw familiar features using 2D shapes?	Can they sort objects into a single attribute?	Can they sort objects into a single attribute?	Can they sort objects into a single attribute?	
	Waterfall	Can they describe position using every day language?			Can they sort objects into a single attribute then reclassify by different attributes?	Can they begin to use simple shapes in their drawings to represent the physical world?
						Can they begin to record their understanding of information using their own marks and simple drawings?
					Can they begin to use simple shapes in their drawings to represent the physical world?	
Human and physical features	River	Can they explore their class and label the different features?	Can they understand the concept hot?			

			Can they identify the seasons?		Can they recognise hot in different environments?	
					Can they build knowledge of vocabulary to explore different environments - naming key features?	
		Waterfall	Can they explore the different areas of the school they learn and play in and label the features?		Can they compare the beginning and end of the season?	Can they recognise what physical features they have observed and label these?
			Can they identify the seasons and the natural features of each season?		Can they compare and contrast hot places in the world to our locality?	

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Fieldwork	River	Can they use their senses to learn about the world?		Can they use their senses to learn about the world?		Can they use simple shapes in their drawing to represent the physical world?	
						Can they explain what they have drawn as key features?	
	Waterfall	Can they understand they use their senses to learn about the World?		Can they understand they use their senses to learn about the World?		Can they understand that we can represent the physical world through drawing?	
		Can they identify their senses and the purpose of each?		Can they identify their senses and the purpose of each?		Can they use key vocabulary linked to size and colour to describe objects?	
Year 2	Map	River	Can they use verbs to identify how to move?		Can they recognise familiar features?	Can they use simple shapes in their drawings to represent the physical world?	
			Can they follow two part instructions?		Can they create a simple representational drawing of key features of their immediate environment?		
		Waterfall	Can they follow multistep instructions?		Can they describe contrasting locations focusing on the features of the environment?		Can they describe contrasting locations focusing on the features of the environment?
			Can they use words to describe how to move?		Can they draw maps of their immediate environment and imaginary story?		Can they comment on simple features they can observe when looking at photographs of the local environment?
	Enquiry	River	Can they describe contrasting locations focusing on the features of the environment?		Can they comment on simple features they can observe when looking at photographs of the local environment?		
			Can they draw maps of their immediate environment and imaginary story?				
		Waterfall	Can they use everyday language to describe time?		Can they use everyday language to describe objects size and position?		Can they begin to use simple shapes to draw representations of the physical world?
			Can they sort objects by a single attribute?		Can they record information using own marks and simple drawings?		Can they record information using own marks and simple drawings?
					Can they express their own point of view?		
		Can they use knowledge to draw 2D representations of familiar objects?		Can they sort objects into a single attribute then reclassify by different attributes?		Can they record information using own marks and simple drawings?	
		Can they use everyday language to describe time?		Can they use knowledge to draw 2D representations of familiar objects?			

			Can they sort objects into a single attribute then reclassify by different attributes?		Can they use everyday language to describe time?	
	Human and physical features	River	Can they comment on what they notice about familiar features?		Can they comment on what they notice about familiar features?	Can they use vocabulary to describe the built environment?
			Can they use vocabulary to describe the built environment?		Can they identify and describe what they see using correct vocabulary?	Can they identify the seasons?
			Can they identify the seasons?		Can they identify the seasons?	Can they match the weather to the season?
			Can they match the weather to the season?		Can they match the weather to the season?	
		Waterfall	Can they comment and describe the physical features they recognise in the locality?		Can they comment and describe the physical features they recognise in the locality?	Can they comment and describe the human and natural features they recognise in the locality?
			Can they learn about a country of the world that is different to our country?		Can they learn about a country of the world that is different to our country?	Can they learn about a country of the world that is different to our country?
			Can they identify the seasons and weather for each season?		Can they identify the seasons and weather for each season?	Can they identify and describe what is the same and what is different?
			Can they identify clothes needed for each season and weather?		Can they identify clothes needed for each season and weather?	Can they identify the seasons and weather for each season?
						Can they identify clothes needed for each season and weather?

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	Pathway	Term 1	Term 3	Term 4	
Fieldwork	River	Can they use their senses to learn about the world?	Can they use key vocabulary linked to size and colour to describe objects?	Can they use their senses to learn about the world around them?	
		Can they use key vocabulary to describe the local environment?	Can they explain what they have drawn as key features?	Can they explain what they have drawn as key features?	
		Can they understand they use their senses to learn about the World?	Can they use key vocabulary linked to size and colour to describe objects?	Can they use drawing to represent the physical world?	
	Waterfall	Can they identify their senses and the purpose of each?	Can they use key vocabulary to describe the local environment?	Can they use key vocabulary to describe the local environment?	
		Can they use key vocabulary to describe the local environment?			
Year 3	Map	Can they use verbs to identify how they move?	Can they recognise familiar features?	Can they recognise familiar features?	
		Can they follow two part instructions?	Can they use simple shapes in their drawings to represent the physical world?	Can they use simple shapes in their drawings to represent the physical world?	
		Can they understand simple positional language?		Can they create simple representational drawings of key features of the immediate environment?	
	Waterfall	Can they describe contrasting locations focusing on the features of the environment?	Can they know how to describe contrasting locations- focusing on features within the environment?	Can they use vocabulary, linked to position, size, quantity and comparison?	
		Can they draw maps of their immediate environment?	Can they comment on simple features they can observe when looking at photographs of the local environment?	Can they use knowledge to draw 2D representations of familiar objects?	
			Can they understand that a drawing can represent something real?		
		Can they draw maps of their immediate environment and imaginary story?			
	Enquiry	River	Can they use everyday language to describe objects position?	Can they use everyday language to describe objects position?	Can they use everyday language to describe time, objects and position?
			Can they record their understanding of information using their own marks and simple drawings?	Can they sort objects into a single attribute?	Can they sort objects into a single attribute?
					Can they express their own point of view?
Waterfall		Can they use everyday language to describe objects position?	Can they sort objects into a single attribute then reclassify by different attributes?	Can they use everyday language to describe time, objects and position?	
		Can they record their understanding of information using their own marks and simple drawings?	Can they use everyday language to describe objects position?	Can they sort objects into a single attribute then reclassify by different attributes?	
		Can they sort objects into a single attribute then reclassify by different attributes?	Can they use everyday language to describe time?	Can they understand that everyone has different ideas that we may or may not agree with?	
Human and physical	River	Can they explore the nursery and school environment?	Can they build knowledge of vocabulary to support their exploration of the built and natural environment?	Can they build knowledge of vocabulary to support their exploration of the built and natural environment?	

			Can they comment on what they notice recognising familiar features?		Can they comment on what they notice in the built and natural environment?		Can they comment on what they notice in the built and natural environment?
			Can they use vocabulary to name specific features?		Can they recognise familiar features using vocabulary needed to name specific features?		Can they recognise familiar features using vocabulary needed to name specific features?
			Can they identify and describe what they see in their immediate environment?		Can they identify the seasons?		Can they match the weather to the season?
			Can they identify the seasons?		Can they match the weather to the season?		Can they match the weather to the season?
			Can they match the weather to the season?				
		Waterfall	Can they explore and study local environment and aerial views?		Can they build knowledge of vocabulary to support their exploration of the built and natural environment?		Can they build knowledge of vocabulary to support their exploration of the built and natural environment?
			Can they build knowledge of vocabulary to support their exploration of the built and natural environment?		Can encourage discussion on what they see, model and encourage use of vocabulary needed to name specific natural and human features?		Can they encourage discussion on what they see, model and encourage use of vocabulary needed to name specific features, natural and man made?
			Can they identify the seasons and weather for each season?		Can they identify the seasons and weather for each season?		
			Can they identify clothes needed for each season and weather?		Can they identify clothes needed for each season and weather?		Can they identify the seasons and weather for each season?
							Can they identify clothes needed for each season and weather?