

Phase 2 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 5		Term 6
	Fieldwork	River	Do they Knows that we learn about our world through our senses?	Can they use my understanding to explain what they have drawn as key features.?		Do they know a drawing can represente the physical world?
			Do they Knows that a drawing can represents the physical world can use understanding to explain what they have drawn as key features?	Can they use how understanding of key vocabulary to describe the local environment.?		Can they use key vocabulary linked to size and colour to describe objects?
						Can they show understanding of key vocabulary to describe what they are looking at.?
		Waterfall	Do they Know and are they able to identify and discuss features?	Can they draw, speak or write a simple geographical answers such as what they can see where?		Can I use geographical knowledge to answer questions making direct comparisons between two observations and resources finding similarities and differences?
			Do they know that words and add words to label drawings, maps and photographs?	Can they use geographical knowledge to answer questions making direct comparisons between two observations and resources finding similarities and differences?		
		Challenge	Do they Know how to ask and answer simple questions by analysing information?	Do they know how to ask and answer simple questions by analysing information?		Can they how to ask, answer questions to make observations on multiple criteria and compare spotting patterns ?
			Do they know that a picture can represent one or more object and a key tells you how much each is worth?	Do they know that a picture can represent one or more object and a key tells you how much each is worth?		can I compare different continents, find on a map, compare the different features?
Year 1	Map	River	Can they follow multi step instructions including how to move?	Can they follow multi step instructions?		Do they know how to describe contrasting locations within the environment?
			Can they comment on simple features they can observe when looking at photos of the local environment?	Do they know how to describe contrasting locations, focusing on features within the environment?		Can they comment on simple features they can observe when looking at photographs?
			Can they draw maps of their immediate environment?	Can they use knowledge to draw 2D representations of familiar objects?		
		Waterfall	Do they know a map can tell you where to go?	Do they know we can describe the place of something , this is called its location?		Can they use knowledge to draw basic maps - including appropriate pictures to represent places and features?
			Can I use directional language?	Can they use knowledge to draw basic maps and directional vocabulary to describe what they can see?		Can they use knowledge to draw basic maps - including appropriate pictures to represent places and features?
			Can I use photographs and maps to identify features, know that we can copy pictures from photographs and maps to create our own map?			Can they name and locate the continents?
			Can I name and locate the four countries of the UK?			
		Challenge	Can I Understand that a map is a 2D representation of the real 3d world?	Can they understand that a map is a 2D representation of the real 3d world?		Can they understand that a map is a 2D representation of the real 3d world?
			Do I Know name of key human features?	Do they Know name of key human features?		Do they know name of key human features?

			Do I know that a symbol is a pictorial representation of real world object?		Do they know that a symbol is a pictorial representation of real world object?		Do they know that a symbol is a pictorial representation of real world object?
	Enquiry	River	Do they Know everyday language to describe objects position and distance?		Do they Know everyday language used for describing objects' size?		Do they Know everyday language used for describing objects' size?
			Can they use knowledge to draw 2D representations of familiar objects?		Can they Record their understanding of information using their own symbols and representational drawings?		Can they Record their understanding of information using their own symbols and representational drawings?
			Can they sort objects by a single attribute and re classifie by different attributes?		Can they agree or disagree with someone or a point being made and explains why using the conjunction 'because'?		Can they understand that everyone has different ideas that we may or many not agree with?
		Waterfall	Do they know that one mark in a tally chart is used for one object observed - can be grouped in fives - use to answer questions?		Can they ask geographical questions to further understanding. 'Why does the produce grow here and where does the produce go?		Can they use understanding to draw outlines of features to draw plans
			Can they use knowledge to decide how to best collect data during fieldwork?				Can they Ask geographical questions - what is it like to live in this place?
		challenge	Can they ask geographical questions - e.g. where are we? Is this a busy road to live near? Does it get busy at different times of the day? Does it need a change?		Do they Know adjectives describe objects and places?		Do I know that we can capture what we see by drawing and the more detail we add the more accurate they will be?
					Can they use a range of suitable adjectives to describe features?		
					Can they carry out a small survey to find out where food comes from required for cooking?		
		River	Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?		Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?		Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?
	Human and physical features		Can I Explore and study the local environment and aerial views - know the name of the road and village the school is located in?		Can they explore and study local environment and aerial views?		Can they build knowledge of vocabulary to support heir expiration and communication about the built and natural environment?
			Can I comment on what they notice, recognise building encourage what they see?		Can they build knowledge of places in the world that contract to our familiar locality?		Can they encourage discussion on what they see. Model and encourage use of vocabulary needed to name specific features?
							Can they xplore and study environment through aerial views?
		Waterfall	Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?		Can they describe key human features including city, town, village, farm, factory - and key physical features - season, weather?		
			Can I describe key human features including city, town, village, farm, factory?		Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?		Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?
		challenge	Can I use map skills to study maps and aerial photos, identifying key physical and human features Key human and physical features: village, town, city, forest, hill, lake, river		Can they use map skills to study maps and aerial photos, identifying key physical and human features Key human and physical features: village, town, city?		Can they use research skills to find out about and locate hot and cold areas of the world.?
							Do they know what and where the equator is, north and south poles. Identify physical features on the map?

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Pathway	Term 3	Term 4	Term 5	Term 6	
Fieldwork	River	Can they use understanding to explain what they have drawn as key features.?			
		Do they know that we learn about our world through our senses?			
		Do they Know and identify our senses: see, hear, smell, touch and taste?			
	Waterfall	Do they know that words can be used to label drawings, maps and photographs so they are clearer?	Can they draw, speak or write a simple geographical answers such as what they can see where?		Can I use geographical knowledge to answer questions making direct comparisons between two observations and resources finding similarities and differences?
		Can they add labels onto a sketch map, map or photograph of features?.			Can they use understanding to draw outlines of features to draw plans simply?
		Can they ask geographical questions e.g. 'What is it like to live in this place?' to further understanding?			Can they ask geographical questions e.g. 'What is it like to live in this place?' to further understanding?
		Do they Know that we can capture what we see by drawing and the more detail we add, the more accurate they will be?	Can they ask geographical questions e.g. 'Where is this place? What is it like to live here? How has it changed?' to further understanding?		Do they know that words can be used to label drawings, maps and photographs so they are clearer and describe the features.?
	Challenge	Do they Know that words can be used to label drawings, maps and photographs so they are clearer and describe the features?	Can they Know that words can be used to label drawings, maps and photographs so they are clearer and describe the features?		Can they add labels onto a sketch map, map or photograph of features?
		Can they add labels onto a sketch map, map or photograph of features?	Can they add labels onto a sketch map, map or photograph of features?		Do they know that when carrying out a tally survey, a mark is recorded every time a criterion is seen?
					Do they know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines?
				Can they carry out a small survey of the local area/school?	
Map	River	Do they know how to describe contrasting locations, focusing on features within the environment?	Do they Know and understands positional language related to directions. (ie. around, next to, beside, away from)?	Can they comment on simple features they can observe when looking at photos of the local environment? they	
		Can they comment on simple features they can observe when looking at photos of the local environment? they	Do they Know how to describe contrasting locations, focusing on features within the environment?		
		Can they draw simple maps of their immediate environment / imaginary story settings?			
	Waterfall	Do they know that we can describe the place of something. This is called its location?	Do they know that a map can tell you where to go?	Can they show understanding of directional vocabulary to describe what they can see on a map ?	
	Can they use photographs and maps to identify features. Know that we can copy pictures from photographs and maps to create our own map?	Do they know that we can describe the place of something. This is called its location?		Can they use knowledge to draw basic maps, including appropriate pictures to represent places or features?	

			Can they use photographs and maps to identify features. Know that we can copy pictures from photographs and maps to create our own map?	
	Challenge	Do they know that a picture on a map represents a place or feature in the real world?	Do they know that a picture on a map represents a place or feature in the real world?	Do they know the names of key human features (city, town, village, factory, farm, house, office, port, harbour and shop). Recognise on aerial photos and plans?
		Do they know how to use simple compass directions (N, S, E, W) and follow a route on a map?	Do they know the names of key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation). Recognise on aerial photos and plans?	Do they know that a picture on a map represents a place or feature in the real world?
		Do they know the names of key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation)?	Do they know that a symbol is a pictorial representation of a real-world object?	Do they know that a symbol is a pictorial representation of a real-world object?
		Can they recognise on aerial photos and plans?		
		Do they know that a key provides the names of a symbol to avoid having to label each symbol on a map?		
Enquiry	River	Can they record their understanding of information using their own symbols and representational drawings ?	Do they know that we learn about our world through our senses?.	Can they understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom?
		Do they know how to sort objects by a single attribute and re-classifies by different attributes?	Do they know and identify our senses: see, hear, smell, touch and taste?.	Do they know how to sort objects by a single attribute and re-classifies by different attributes?
	Waterfall	Do they know that one mark in a tally chart is used for one object observed, and do they know that tallies can be grouped in fives to make them easier to count.?	Do I know that words can be used to label drawings, maps and photographs so they are clearer?	Can I use knowledge to decide how to best collect data during fieldwork, for example: knowing that tallies are a quick and easy way to record data in the moment?
		Can they use tallies to answer questions?	Can they add labels onto a sketch map, map or photograph of features.?	Can they use knowledge to consider why the data exists, asking why the data was collected?
		Can they draw, speak or write simple geographical answers such as what they can see where?	Do they know and be able to identify and discuss features, such as buildings, roads, trees?	
			Can they ask geographical questions e.g. 'What is it like to live in this place?' to further understanding?	
	challenge	Do they know how to ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.?		Do they know how to ask and answer questions about totalling and comparing categorical data? Use knowledge to consider how the data was collected, asking 'Who collected the data? When was it collected? How was it collected?'
		Do they Know how to ask, answer questions that make observations on multiple criteria and compare, spotting patterns. (e.g. compare the world's oceans?		Can they use knowledge to consider how the data was collected, asking 'Who collected the data? When was it collected? How was it collected?'
		Can they use a map to identify ocean locations, read a table to establish average temperatures [analysing], make comparative statements.) ?		

		Do they know that a picture in a pictogram can represent one or more of an object.?			
		Do they know that the key in a pictogram tells you how much each picture is worth.?			
		Can they use knowledge to consider how the data was collected, asking 'Who collected the data? When was it collected? How was it collected?'			
	River	Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?		Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?	Can they use knowledge of what seasons are to identify seasonal and daily weather patterns?
Human and physical features		Can I build knowledge of vocabulary to support their exploration of the built and natural environment.?		Can they build knowledge of places in the world that contrast to our familiar locality, using images, videos, etc. Encourage discussion on what they see?	Can they explore and study the local environment and aerial views
				Can they model and encourage use of vocabulary needed to name specific features, both natural and made by people?	Can they encourage discussion on what they see.
					Can they model and encourage use of vocabulary needed to name specific features, both natural and made by people
	Waterfall	Can they use knowledge of built and natural environment to say what they like and do not like?		Can they observe and describe daily weather pattern?	Can they use knowledge of built and natural environment to say what they like and do not like?
		Can they make suggestions on how they could improve their environment key physical features, including:, forest, hill, mountain, sea, ocean, season, weather??		Do they Know and apply appropriate vocabulary to describe the weather and express their opinions?	Can they make suggestions on how they could improve their environment. Key human features, including: city, town, village, factory, farm, house, office
				Can they Use knowledge of what seasons are to identify seasonal and daily weather patterns. (Links to science.)?	
	challenge	Can I use map knowledge and skills to study maps and aerial photos, identifying key physical and human features ?.		Can I use map knowledge and skills to study maps and aerial photos, identifying key physical and human features?	Can I use map knowledge and skills to study maps and aerial photos, identifying key physical and human features (such as those below). Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
		Do I know and can I use the key vocabulary below when making observations about natural and built features of places Key physical features, including:, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather			

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Pathway	Term 2	Term 4	Term 6		
Fieldwork	River	Can they use understanding to explain what they have drawn as key features.			Can they use understanding to draw outlines of features to draw plans simply.
		Do they know that we learn about our world through our senses. Know and identify our senses: see, hear, smell, touch and taste			Can they ask geographical questions e.g. 'What is it like to live in this place?' to further understanding
	Waterfall	Do they know that words can be used to label drawings, maps and photographs so they are clearer.	Do they know that words can be used to label drawings, maps and photographs so they are clearer and describe the features.		Can they know that words can be used to label drawings, maps and photographs so they are clearer and describe the features?.
		Can they add labels onto a sketch map, map or photograph of features.	can they add labels onto a sketch map, map or photograph of features.		Can they add labels onto a sketch map, map or photograph of features.
		Can they ask geographical questions e.g. 'What is it like to live in this place?' to further understanding.	can they ask geographical questions e.g. 'Where is this place? What is it like to live here? How has it changed?' to further understanding.		Do they know that when carrying out a tally survey, a mark is recorded every time a criterion is seen
	Challenge		can they know that words can be used to label drawings, maps and photographs so they are clearer and describe the features.		. Can they carry out a small survey of the local area/school.
			Can they add labels onto a sketch map, map or photograph of features?		Do they know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines.
			.Can they ask geographical questions e.g. 'Where is this place? What is it like to live here? How has it changed?' to further understanding.?		
Map	River	Can they know how to describe contrasting locations, focusing on features within the environment?	Do they know how to describe contrasting locations, focusing on features within the environment.?		Do they know how to describe contrasting locations, focusing on features within the environment?.
		Can they draw simple maps of their immediate environment / imaginary story settings.?	Can they comment on simple features they can observe when looking at photos of the local environment?.		Can they comment on simple features they can observe when looking at photos of the local environment
	Waterfall	Do they know that we can describe the place of something. This is called its location.?	Can they use photographs and maps to identify features?		Can they use photographs and maps to identify features?
		Can use photographs and maps to identify features. Know that we can copy pictures from photographs and maps to create our own map?	Do they know that we can copy pictures from photographs and maps to create our own map		Do they know that we can copy pictures from photographs and maps to create our own map
	Challenge	Can they understand that a map is a 2D representation of the real, 3D world?.	Can they understand that a map is a 2D representation of the real, 3D world.		Can they understand that a map is a 2D representation of the real, 3D world?
		Do they know that a compass can describe the location of something relative to the centre point?	Do they know that a compass can describe the location of something relative to the centre point.		Do they know that a compass can describe the location of something relative to the centre point?.

		Do they know the names of key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation)?		Do they know the names of key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation).		Do they know the names of key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation)?.
		can they recognise on aerial photos and plans.?		Can they recognise on aerial photos and plans.?		can they recognise on aerial photos and plans?
Enquiry	River	Can they use knowledge to draw 2D representations of familiar objects.		Can they know everyday language used for describing objects' position and distance: next to, beside, between.?		Can they use knowledge to draw 2D representations of familiar objects.
		Can they record their understanding of information using their own symbols and representational drawings .		Can they use knowledge to draw 2D representations of familiar objects?		Can they records their understanding of information using their own symbols and representational drawings?.
			Can they record their understanding of information using their own symbols and representational drawings .		can they agree or disagree with someone or a point being made and explains why using the conjunction 'because' .	
			Can they agree or disagree with someone or a point being made and explains why using the conjunction 'because' .			
	Waterfall	can they draw, speak or write simple geographical answers such as what they can see where.		Do they know how to present geographical data as a tally chart.		Can they use geographical knowledge to answer questions making direct comparisons between two observations, finding similarities and differences.
		Do they Know how to present geographical data as a tally chart. Know that when carrying out a tally survey, a mark is recorded every time a criterion is seen?		Do they know that when carrying out a tally survey, a mark is recorded every time a criterion is seen.		Do they Know that data tells us about people/places being studied. Know that data can help us answer questions and make comparisons.
		Can they draw, speak or write simple geographical answers such as what they can see where.		Do they know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines.		
		Do they know how to present geographical data as a tally chart.				
		Do they know that when carrying out a tally survey, a mark is recorded every time a criterion is seen.				
		Do they know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines.				
	challenge	Can they ask geographical questions e.g. 'Where is this place? What is it like to live here? How has it changed?' to further understanding.		Do they know how to ask and answer questions about totalling and comparing categorical data.		Do they know how to ask, answer questions that make observations on multiple criteria and compare, spotting patterns. (e.g. compare the world's oceans:
				Do they know that data can be something that people used in the past to answer questions.		Can they use a map to identify ocean locations, read a table to establish average temperatures (analysing), make comparative statements.)
				Do they know that data tells us about people/places being studied.		
	River	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
Human and physical features			can they build knowledge of places in the world that contrast to our familiar locality, using images, videos, etc.		can they build knowledge of places in the world that contrast to our familiar locality, using images, videos, etc.	
				Can they comment on what they notice, recognising buildings, open space, roads and other simple features.		Can they comment on what they notice, recognising buildings, open space, roads and other simple features.

	Waterfall	Can they Use knowledge of built and natural environment to say what they like and do not like.		Can they Use knowledge of built and natural environment to say what they like and do not like.		Can they Use knowledge of built and natural environment to say what they like and do not like.
		can they make suggestions on how they could improve their environment. Key physical features, including:, forest, hill, mountain, sea, ocean, season, weather				can they make suggestions on how they could improve their environment.
	challenge	can they Use map knowledge and skills to study maps and aerial photos, identifying key physical and human features (such as those below). Key physical features, including:, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		can they Use map knowledge and skills to study maps and aerial photos, identifying key physical and human features (such as those below). Key physical features, including:, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		can they Use map knowledge and skills to study maps and aerial photos, identifying key physical and human features (such as those below). Key physical features, including:, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather