

Phase 3 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 4	Term 6	
Fieldwork	River	Can they use understanding to draw outlines of features to draw plans simply.	Can they use understanding to draw outlines of features to draw plans simply.	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.	Can they Ask geographical questions e.g. 'What is it like to live in this place?' to further understanding.
	River challenge	Do they know that words can be used to label drawings, maps and photographs so they are clearer and describe the features.	Do they know that adjectives describe objects and places.	Do 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 use a range of suitable adjectives to describe features.	Can they add labels onto a sketch map, map or photograph of features.
		Do they Know that we can comment on the size, shape, colour, location of something	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.
	Waterfall	Do they know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features.	Do they know that adjectives describe objects and places.	Do they know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite
		Do they know that in an area, some things are there naturally whereas some things have been put there by humans.	Can they understand and use appropriate adjectives for their sketches.	Do they know that in an area, some things are there naturally whereas some things have been put there by humans
		Do they know and use geographical descriptive vocabulary.	Do they know that in an area, some things are there naturally whereas some things have been put there by humans.	Do they . know and use geographical descriptive vocabulary.
		Can they Ask geographical questions e.g. 'What is it like to live in this place?' to further understanding.	Do they know and use geographical descriptive vocabulary.	Can they Ask geographical questions e.g. 'What is it like to live in this place?' to further understanding.
Waterfall challenge		Can they understand that environments change over time due to natural and human processes.	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.
		Can they Understand that land use can be classified, such as city, residential, suburban, farmland.	Do they know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features.	Do they Know that adjectives describe objects and places.
			Can they understand that environments change over time due to natural and human processes	Do they Know that causal conjunctions are used to start an explanation, such as because, since, so, as.
			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.
Map	River	Do they know how to use a simple picture map, such as a map to move around the school	Do they know how to use a simple picture map, such as a map to move around the school	Do they know how to use a simple picture map, such as a map to move around the school
		Do they know how to use a simple picture map, such as a map to move around the school	Do they know how to use a simple picture map, such as a map to move around the school	Do they know how to use a simple picture map, such as a map to move around the school
		Can they use knowledge to draw basic maps, including appropriate pictures to represent places or features	Can they use knowledge to draw basic maps, including appropriate pictures to represent places or features	Can they use knowledge to draw basic maps, including appropriate pictures to represent places or features

	River challenge	Do they know that a picture on a map represents a place or feature in the real world. Know the names of key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation).	Do they know that a picture on a map represents a place or feature in the real world. Know the names of key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation).	Do they know that a picture on a map represents a place or feature in the real world. 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).	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
		Do they Know that a key provides the names of a symbol to avoid having to label each symbol on a map.	Do they Know that a key provides the names of a symbol to avoid having to label each symbol on a map.	Do they Know that a key provides the names of a symbol to avoid having to label each symbol on a map.
	Waterfall	Do they know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feature	Do they know that when reading coordinates, you read across the x-axis and up/down the y-axis.	Do they know that a map can show a small area of land or a large area of land.
		Do they know that the boundary of a country can be marked by a physical feature (i.e. a mountain range) or can be invisible but marked by a line on a map.	Do they know that when reading coordinates the point at which the lines intersect is the location used to identify features.	Can they use this knowledge to find the same boundary on different sized maps.
			Do they Know that a map can show a small area of land or a large area of land.	Do they now that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with.
			Can they use this knowledge to find the same boundary on different sized maps.	Can they start to use standard symbols in map drawing.
	Waterfall challenge	Do they know that four-figure grid references take you to a box within the grid, not just a specific point like a coordinate.	Do they Know that an aerial photograph is a photograph taken from above.	Do they know that latitude and longitude are a system of lines to describe a location on Earth.
		can they Use four-figure grid references to describe a location on a map.	Can they Identify features on an aerial photograph, digital or computer map	Do they know lines of latitude run in an east-west direction.
		Do they know that an aerial photograph is a photograph taken from above	Do they Know that a sketch is a drawing of an area from a given viewpoint.	Do they know lines of longitude run in a north-south direction.
		Can they . Identify features on an aerial photograph, digital or computer map		Can they use these on a map to locate a feature
		Do they Know that a sketch is a drawing of an area from a given viewpoint.		Do they know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating
Enquiry	River	Can they draw, speak or write simple geographical answers such as what they can see where.	Can they use geographical knowledge to answer questions making direct comparisons between two observations, finding similarities and differences.	Can they use geographical knowledge to answer questions making direct comparisons between two observations, finding similarities and differences.
		Can they use knowledge to consider why the data exists, asking why the data was collected	Do they know that data tells us about people/places being studied.	Do they know that data tells us about people/places being studied.
			Do they know that data can help us answer questions and make comparisons.	Do they know that data can help us answer questions and make comparisons.

	River challenge	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: use a map to identify ocean locations, read a table to establish average temperatures [analysing], make comparative statements.)	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: use a map to identify ocean locations, read a table to establish average temperatures [analysing], make comparative statements.)	Do they know that a row in a table displays data horizontally/across.
		Do they know that a row in a table displays data horizontally/across.	Do they know that a row in a table displays data horizontally/across.	Do they Know that the column in a table displays data vertically/up/down.
		Do they Know that the column in a table displays data vertically/up/down.	Do they Know that the column in a table displays data vertically/up/down.	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 knowledge to consider how the data was collected, asking 'Who collected the data? When was it collected? How was it collected?'	
	Waterfall	Do they Know how to read information from pictograms to answer questions.	Do they Know how to read information from pictograms to answer questions.	Do they Know how to read information from pictograms to answer questions.
		Do they know that the key in a pictogram tells you how much each picture is worth	Do they know that the key in a pictogram tells you how much each picture is worth	Do they know that the key in a pictogram tells you how much each picture is worth
		Do they know that a row in a table displays data horizontally/across.	Do they know that a row in a table displays data horizontally/across.	Do they know that a row in a table displays data horizontally/across.
		Can they Understand that evidence based on more than one source makes it more reliable.	Can they Understand that evidence based on more than one source makes it more reliable.	Can they Understand that evidence based on more than one source makes it more reliable.
		Can they Evaluate data provided and choose data that will best answer their questions.	Can they Evaluate data provided and choose data that will best answer their questions.	Can they Evaluate data provided and choose data that will best answer their questions.
	Waterfall challenge	Do they know how to interpret the information presented in bar charts, pictograms, tables and graphs to solve the problems. (e.g. interpret how demand over time has affected imports and give reasons why [interpreting])	Do they know that as you move from left to right on a time graph, this shows the passing of time.	Do they know how to interpret the information presented in bar charts, pictograms, tables and graphs to solve the problems. (e.g. interpret how demand over time has affected imports and give reasons why [interpreting])
		Do they know how to evaluate data .	Can they begin to relate the graphical representation of data to recording change over time	Do they know how to evaluate data .
		.Can they Identify data that does not support an enquiry, that does not answer the 'how' or 'why'.	Can they use the knowledge to use appropriate graphical methods, including bar charts and time graphs. Know how to evaluate data . Identify data that does not support an enquiry, that does not answer the 'how' or 'why'.	.Can they Identify data that does not support an enquiry, that does not answer the 'how' or 'why'.
			Can they know how to evaluate data . Identify data that does not support an enquiry, that does not answer the 'how' or 'why'.	
			Can they identify data that does not support an enquiry, that does not answer the 'how' or 'why'.	
Human and physical features	River	Can they observe and describe daily weather patterns.	can they use knowledge of what seasons are to identify seasonal and daily weather patterns.	can they use knowledge of built and natural environment to say what they like and do not like.

		Do they know and apply appropriate vocabulary to describe the weather and express their opinions		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.
				Can they make suggestions on how they could improve their environment.		
	River challenge	Can they use map knowledge and skills to study maps and aerial photos		Can they use map knowledge and skills to study maps and aerial photos		Can they use map knowledge and skills to study maps and aerial photos
		Do they recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		Do they recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		Do they recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
						Do they recognise key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Waterfall	Can they use knowledge from learning about map skills and geographical enquiry to study a location.		Can they Learn about environmental issues.		can they use knowledge from learning about map skills and geographical enquiry to study a location.
		Do they know how to spot what has and has not changed over time. 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 wate		Do they know and recognise that people can affect the environment positively and negatively. 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		Do they Know how to spot what has and has not changed over time.
	Waterfall challenge	Can they use knowledge of land use patterns and key physical features to give explanations for the location of human and physical features.		Do they know and recognise that people can affect the environment positively and negatively.		Do they know and recognise that people can affect the environment positively and negatively.
		Do they know the types of settlements, their function and how they have developed over time based on humans' needs		Can they express opinions on environmental issues, knowing that others may think differently.		Can they express opinions on environmental issues, knowing that others may think differently.

Phase 3 Geography Assessment		Academic Year started	
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 2	Term 4	
Fieldwork	River	Can they use photographs and maps to identify features.	Can they use photographs and maps to identify features.
		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
	River challenge	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 words can be used to label drawings, maps and photographs so they are clearer and describe the features.	Do 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.
		Do they know that we can comment on the size, shape, colour, location of something	Do they know that when carrying out a tally survey, a mark is recorded every time a criterion is seen.
	Waterfall	Do they know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines.	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.	Can they carry out a small survey of the local area/school.
		Do they know that adjectives describe objects and places.	Do they know that adjectives describe objects and places.
		Can they understand and use appropriate adjectives for their sketches.	Can they understand and use appropriate adjectives for their sketches.
Waterfall challenge	Do they know that one line represents one of the given criterion and tally marks are grouped in fives but drawing a diagonal line across four vertical lines.	Do they know that one line represents one of the given criterion and tally marks are grouped in fives but drawing a diagonal line across four vertical lines.	
	Can they collect data using a tally survey	Can they collect data using a tally survey	
	Do they know that adjectives describe objects and places.	Do they know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite.	
	Do they know that causal conjunctions are used to start an explanation, such as because, since, so, as.	Can they understand that land use can be classified, such as city, residential, suburban, farmland.	
Map	River	Can they ask geographical questions e.g. 'What is this landscape like? What natural and man-made features are in this location? What will it be like in the future?' to further understanding.	
		Do they know how to use a simple picture map, such as a map to move around the school.	Do they know that a map can tell you where to go.
		Do they know and use directional language such as near and far, up and down, left and right, forwards and backwards.	Can they show understanding of directional vocabulary to describe what they can see on a map.
	River challenge	Can they use photographs and maps to identify features.	Can they use photographs and maps to identify features.
		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
		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 how to use simple compass directions (N, S, E, W) and follow a route on a map.	Do they know how to use simple compass directions (N, S, E, W) and follow a route on a map.
	Waterfall	Do they know that a symbol is a pictorial representation of a real-world object.	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.
		Do they know that when reading coordinates, you read across the x-axis and up/down the y-axis.	Can they use knowledge to draw a map of real or imaginary places with basic symbols in a key.
Can they follow and describe a journey using compass directions and coordinates.		Do they know that when reading coordinates, you read across the x-axis and up/down the y-axis.	
Waterfall challenge	Do they know that a map can show a small area of land or a large area of land.	Can they follow and describe a journey using compass directions and coordinates.	
	Can they use this knowledge to find the same boundary on different sized maps.	Do they know that a map can show a small area of land or a large area of land.	
	Do they know that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with.	Can they use this knowledge to find the same boundary on different sized maps.	
	Can they start to use standard symbols in map drawing.	Do they know that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with.	
	Do they know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis	Can they start to use standard symbols in map drawing.	Do they know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis





Phase 3 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 4	Term 5	Term 6
Fieldwork	River	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.	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.
		Can they add labels onto a sketch map, map or photograph of feature	Can they add labels onto a sketch map, map or photograph of feature	Can they add labels onto a sketch map, map or photograph of feature	Can they add labels onto a sketch map, map or photograph of feature
		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.	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.
	River challenge	Do they know that we can capture what we see by drawing and the more detail we add, the more accurate they will be	Do they know that adjectives describe objects and places. Be able to use a range of suitable adjectives to describe 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 we can capture what we see by drawing and the more detail we add, the more accurate they will be.
		Do they know that when carrying out a tally survey, a mark is recorded every time a criterion is seen.	Do they know that words can be used to label drawings, maps and photographs so they are clearer and describe the features.	Do they know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines.	Do they know that adjectives describe objects and places.
		Do they know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines.	Can they add labels onto a sketch map, map or photograph of features.	Do they carry out a small survey of the local area/school	Can they use a range of suitable adjectives to describe
		Can they carry out a small survey of the local area/school.	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.	Do they know that we can comment on the size, shape, colour, location of something.
				Can they add labels onto a sketch map, map or photograph of features	
		Do they know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features.	Do they know that adjectives describe objects and places.	Do they know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite. . Collect data using a tally survey	Do they know that adjectives describe objects and places.
	Waterfall	Do they know that in an area, some things are there naturally whereas some things have been put there by humans.	Can they understand and use appropriate adjectives for their sketches.	Do they know that one line represents one of the given criterion and tally marks are grouped in fives but drawing a diagonal line across four vertical lines.	Can they understand and use appropriate adjectives for their sketches.
		DO they know and use geographical descriptive vocabulary.	Can they ask geographical questions e.g. 'Where is this location? What is it like to live in this location? What natural and manmade features are in this location?' to further understanding.	Can they collect data using a tally survey	Do they know that in an area, some things are there naturally whereas some things have been put there by humans



								Do they know and use geographical descriptive vocabulary. Ask geographical questions e.g. 'Where is this location? What is it like to live in this location? What natural and manmade features are in this location?' to further understanding.
		Waterfall challenge	Do they know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features.		Do they know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite.		Do they know that adjectives describe objects and places.	Do they know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite.
			Can they understand that land use can be classified, such as city, residential, suburban, farmland.		Can they understand that environments change over time due to natural and human processes.		Do they know that causal conjunctions are used to start an explanation, such as because, since, so, as.	Can they understand that environments change over time due to natural and human processes.
							Do they know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features.	
Year 2	Map	River			Can they use photographs and maps to identify features.		Do they know that we can describe the place of something. This is called its location.	Do they know that we can describe the place of something. This is called its location.
					Do they know that we can copy pictures from photographs and maps to create our own map		Can they use photographs and maps to identify features.	Can they use photographs and maps to identify features.
			Can they use knowledge to draw basic maps, including appropriate pictures to represent places or features.				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
							Do they use knowledge to draw basic maps, including appropriate pictures to represent places or features	Do they use knowledge to draw basic maps, including appropriate pictures to represent places or features
		River challenge	Do they know that a picture on a map represents a place or feature in the real world.		Do they know how to use simple compass directions (N, S, E, W) and follow a route on a map.		Do they know that a picture on a map represents a place or feature in the real world.	Can they understand that a map is a 2D representation of the real, 3D world.
			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).		Do they know that a key provides the names of a symbol to avoid having to label each symbol on a map.	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 human features (city, town, village, factory, farm, house, office, port, harbour and shop).		Can they recognise on aerial photos and plans.			Can they recognise on aerial photos and plans.
			Can they recognise on aerial photos and plans.		Can they use knowledge to draw a map of real or imaginary places with basic symbols in a key			Can they use knowledge to draw a map of real or imaginary places with basic symbols in a key.
			Can they use knowledge to draw a map of real or imaginary places with basic symbols in a key.					

		Waterfall challenge	Do they Know that a large scale map is one that shows lots of detail, normally over a smaller area.		Do they know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis		Do they know that a large scale map is one that shows lots of detail, normally over a smaller area.		Do they know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis
			Do they know that a small scale map is one that shows less detail, normally over a larger area.		Do they know 4-figure grid references have the first 2 numbers show the x-axis and the second 2 numbers show the y-axis. Know that grid references take you to a box, unlike a coordinate.		DO they know that a small scale map is one that shows less detail, normally over a larger area.		Do they know 4-figure grid references have the first 2 numbers show the x-axis and the second 2 numbers show the y-axis.
					Can they use 4-figure grid references to identify features on a map		Do they know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating.		Do they know that latitude and longitude are a system of lines to describe a location on Earth.
			Do they know that an aerial photograph is a photograph taken from above. Identify features on an aerial photograph, digital or computer ma		Do they know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating.				Do they know lines of latitude run in an east-west direction.
			Do they know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating.						Do they know lines of longitude run in a north-south direction.
									Can the use a map to identify lines of longitude and latitude
									Can they Understand that a map is an aerial perspective of an area with 2D symbols representing the world.
	Enquiry	River	Can they 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 draw, speak or write simple geographical answers such as what they can see where.		Can they use geographical knowledge to answer questions making direct comparisons between two observations, finding similarities and differences.		Can they 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 knowledge to consider why the data exists, asking why the data was collected.						Can they use knowledge to consider why the data exists, asking why the data was collected.
		River challenge	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: use a map to identify ocean locations, read a table to establish average temperatures [analysing], make comparative statements.		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: use a map to identify ocean locations, read a table to establish average temperatures [analysing], make comparative statements.
			DO they know that the scale on the y axis of a block diagram tells you how much of something you have		Can they 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 that a row in a table displays data horizontally/across. Know that the column in a table displays data vertically/up/down.		Can they 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 that data tells us about people/places being studied. Know that data can be something that people used in the past to answer questions.			Do they know that data tells us about people/places being studied. Know that data can be something that people used in the past to answer questions.		
		Waterfall	Do you know how to read information from scaled bar charts questions		Do they know how to read information from scaled bar charts questions.	Do they know how to read information from scaled bar charts questions.		Do they know how to read information from scaled bar charts questions.
			Do they know that a marked scale is where numbers are marked on the x/y axis at each interval.		Do they know that a marked scale is where numbers are marked on the x/y axis at each interval.	Do they know that a marked scale is where numbers are marked on the x/y axis at each interval.		Do they know that a marked scale is where numbers are marked on the x/y axis at each interval.
			Do they know that a picture in a pictogram can represent one or more of an object.		Do they know that a picture in a pictogram can represent one or more of an object.	Do they know that a picture in a pictogram can represent one or more of an object.		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. .		Do they know that the key in a pictogram tells you how much each picture is worth.	Do they know that the key in a pictogram tells you how much each picture is worth.		Do they know that the key in a pictogram tells you how much each picture is worth.
			DO they know the purpose of data and draw simple conclusions.		Do they know the purpose of data and draw simple conclusions.	Do they know the purpose of data and draw simple conclusions.		Do they know the purpose of data and draw simple conclusions.
			Can they understand that geographers use evidence to understand the past.		Can they understand that geographers use evidence to understand the past.	Can they understand that geographers use evidence to understand the past.		Can they understand that geographers use evidence to understand the past.
			Can they use data to identify similarities and differences and to spot patterns		Can they use data to identify similarities and differences and to spot patterns.	Can they use data to identify similarities and differences and to spot patterns.		Can they use data to identify similarities and differences and to spot patterns.
		Waterfall challenge	Can they use prior knowledge of bar charts, tables and pictograms to read graphical presentation of data.		Can they use prior knowledge of bar charts, tables and pictograms to read graphical presentation of data.	Can they use prior knowledge of bar charts, tables and pictograms to read graphical presentation of data.		Can they use prior knowledge of bar charts, tables and pictograms to read graphical presentation of data.
			Do they know that the scale on the y axis of a block diagram tells you how much of something you have.		Do they know that the scale on the y axis of a block diagram tells you how much of something you have.	Do they know that the scale on the y axis of a block diagram tells you how much of something you have.		Do they know that the scale on the y axis of a block diagram tells you how much of something you have.
			Do they know that the scale on a bar chart can go up in ones, but also increments of other numbers.		Do they know that the scale on a bar chart can go up in ones, but also increments of other numbers.	Do they know that the scale on a bar chart can go up in ones, but also increments of other numbers.		Do they know that the scale on a bar chart can go up in ones, but also increments of other numbers.
			Can they understand that evidence based on more than one source makes it more reliable. Consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.		Can they understand that evidence based on more than one source makes it more reliable. Consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.	Can they understand that evidence based on more than one source makes it more reliable. Consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.		Can they understand that evidence based on more than one source makes it more reliable. Consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.
			Can they consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.		Can they consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.	Can they consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.		Can they consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.

	Human and physical features	River	Can they identify Key human features, including: city, town, village, factory, farm, house, office	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	Can they make suggestions on how they could improve their environment	Can they make suggestions on how they could improve their environment
				Can they use knowledge of what seasons are to identify seasonal and daily weather patterns. (Links to science.)		
		River challenge	Do they know and use the key vocabulary below when making observations about natural and built features of places. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Can they use research skills to find out about and locate hot and cold areas of the world.	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 research skills to find out about and locate hot and cold areas of the world.
				Do they know what and where the Equator, North Pole and South Pole are.		Do they know what and where the Equator, North Pole and South Pole are.
				Do they know that areas are hot and cold in the world in relation to the Equator and the North and South Poles. Key physical features, including:., beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		Do they know that areas are hot and cold in the world in relation to the Equator and the North and South Poles. Key physical features, including:., beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
		Waterfall	Do they know that a symbol on a map, just like a picture, represents a place or feature in the real world.	Do they Know that the boundary of a country can be marked by a physical feature (i.e. a mountain range) or can be invisible but marked by a line on a map.	Can they identify and investigate environmental issues.	Do they know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feature
			Can they Follow a map with symbols	Can they use knowledge from learning about map skills and geographical enquiry to study a location.	DO they know and recognise that people can affect the environment positively and negatively. 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	Do they know that a map can show a small area of land or a large area of land. Be able to use this knowledge to find the same boundary on different sized maps.

