

Lostwithiel School GEOGRAPHY Assessment Progression - Human and Physical Geography

	Working Below	Working Towards	Expected	Exceeding
Year 1	Pupils can talk about weather changes and may link this to the time of year (linking to own experience)	Pupils can identify the four seasons and show some understanding that the weather may be different depending on the time of year	Pupils can identify seasonal and daily weather patterns Pupils are beginning to use basic geographical vocabulary to refer to human and physical features	Pupils can talk about patterns in seasonal and weather patterns
Year 2	Pupils understand that the Equator is an imaginary line around the centre of the Earth	Pupils can hot and cold areas in the world and show some awareness of how this links to the Equator Pupils can use some geographical vocabulary when talking about human and physical features	Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human and physical features	Pupils can express their views about the environment and can recognise how people sometimes affect the environment
Year 3	Pupils are able to use and understand a geography word bank to discuss the physical and human features studied	Pupils can use some geographical vocabulary to describe some aspects of the physical and human features studied	Pupils can use geographical language to describe aspects of human and physical features (climate change, natural resources, mountains, tectonic plates, earthquakes and settlements)	Pupils understand how and why some features or places are similar or different and how and why they change
Year 4	Pupils can use some geographical vocabulary to describe some aspects of the physical and human features studied	Pupils can use some geographical vocabulary to describe the physical or human features studied Pupils understand how some features or places are similar or different	Pupils can use geographical language to identify key aspects of human and physical features (mountains, rivers, the water cycle, rainforest environment) Pupils can talk about identified patterns, links between people, places and environments Pupils understand how some features or places are similar or different and how they change	Pupils can suggest how and reasons to explain why some features of places have changed
Year 5	Pupils are able to use and understand a geography word bank to discuss the physical and human features studied	Pupils can use an increasing geographical vocabulary for the physical and human features studied Pupils understand how some features or places are similar or different and how they change	Pupils can use geographical language to identify and explain key aspects of human and physical features (mountains, rivers, the water cycle, rainforest environment) Pupils can identify patterns, links between people, places and environments Pupils understand how and why some features or places are similar or different and how and why they change	Pupils can identify aspects of the physical and human geography that have changed over time Pupils can suggest reasons for patterns / links between people, places and environments
Year 6	Pupils understand how some features of the areas studied are as a result of human activity whilst others are physical changes which have occurred	Pupils can describe and show some understanding of some human and physical geography, including natural resources and world biomes	Pupils can describe and understand a wide range of key aspects of physical geography including natural resources, trade routes Pupils can describe and understand a wide range of key aspects of human geography including biomes, vegetation belts Pupils can suggest reasons for patterns / links between people, places and environments	Pupils use an increasing vocabulary to describe a wide range of key aspects of physical / human geography, including ancient / modern trade links, famous landmarks, how they were formed and how they have changed, with reasons