



Learning Objective	Key Indicators	Basic <i>Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</i>	Advancing <i>Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</i>	Deep <i>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.</i>
To investigate places	Collect and analyse statistics and other information in order to draw clear conclusions about locations.	With support from a teacher, a large range of statistics is collected and analysed and some conclusions about locations are drawn.	A growing range of statistical and other information is selected and used to draw some conclusions about locations.	A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location.
	Identify and describe how the physical features affect the human activity within a location.	There is some awareness that physical features of a location affect human activity and some examples are given.	There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given.	A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity.
	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	With support from a teachers, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.	Detailed descriptions and opinions of places justified by using a growing range of geographical resources.	Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.
	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the result in a range of ways.	With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.	Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.	Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.
Outcomes				



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To investigate places	Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images, compared with maps and topographical maps - as in London's tube map).	There are some good observations about the different representations of a location.	A number of interesting and pertinent observations about various representations of locations are developed and explored.	Some very intelligent and well-thought out opinions of different representations of a place are presented and explored.
	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.	Supported by structured activities, there is growing knowledge of the world and how some aspects have changed over time.	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.	There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.
	Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.	There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular locations are described.	There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.	There is a good awareness of the countries of North and South America and a deep understanding of a particular location.
Outcomes				

Trimley St Mary Primary School - Assessment in the Foundation Subjects. Subject :- Geography Milestone 3 Year Group _____





Trimley St Mary Primary School Learning Objective	Key Endpoints in the Foundation Subject	Bas Subject :- Geography Milestones <i>Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</i>	Underlying Group <i>Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</i>	Deep <i>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.</i>
To investigate patterns	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night)	With some support, the geographical significance of some geographical features and zones are described.	There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.	There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.
	Understand some of the reasons for geographical similarities and differences between countries.	With support, some reasons for geographical similarities and differences between countries are explored.	There is a growing understanding of some of the similarities and differences with some good examples provided.	There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well.
	Describe how locations around the world are changing and explain some of the reasons for change.	With support, changes within locations are described.	There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes.	There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.
	Describe the geographical diversity across the world.	There is some awareness of geographical diversity and some good examples are given.	There is a growing understanding of the range of geographical diversities that exist and some good examples are given.	Many types of diversity are understood and some are explained with a high degree of pertinent geographical description.



Trimley St Mary Primary School - Assessment in the Foundation Subjects. Subject :- Geography Milestone 3 Year Group

	Describe how countries and geographical regions are interconnected and interdependent.	There is some awareness of how geographical regions are linked and some examples are given.	There is a growing understanding of various links between geographical regions which are described well.	A wide range of links between geographical regions are understood and described with a high level of accurate detail.
Outcomes				
To communicate geographically	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	There is some awareness of the key physical and human geographical zones with some examples given	There is a growing understanding of some of the key physical and human geographical zones with some good examples given.	There is a good understanding of the key physical and geographical zones with an in-depth understanding of some.
	Use eight points of the compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.	With increasing independence and application of terminology, knowledge of the world is described well.	Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.
	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	With guidance, maps that identify patterns are created.	Through investigations, patterns are identified and depicted on maps.	Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.