



Trimley St Mary Primary School - Assessment in the Foundation Subjects. Subject :- Geography Milestone 2 Year Group \_\_\_\_\_

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>
<b>To investigate places</b>	Ask and answer geographical questions about the physical and human characteristics of a location.	There are some good examples of geographical questions about the characteristics of a location.	A developing range of geographical questions are asked and answered accurately.	Some very pertinent questions that uncover the nature of a location are asked and answered.
	Explain own views about locations, giving reasons.	When prompted, views about a location are generated with some use of geographical vocabulary to explain them.	Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.	Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations.
	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Some fieldwork techniques are applied when investigating the local area.	A growing range of fieldwork techniques are chosen and applied when investigating the local area.	Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.
	Use a range of resources to identify the key physical and human features of a location.	There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.	Resources are chosen in order to investigate and describe the characteristics of places.	Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.
<b>Outcomes</b>				



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To investigate places	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.	With some support from a teacher, knowledge of the countries and cities of the United Kingdom is revised and built upon and some key features of its regions explored.	The names of the countries and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.	Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary.
	Name and locate the countries of Europe and identify their main physical and human characteristics.	With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.	A growing number of European countries are known and their characteristic features identified using geographical vocabulary.	A large number of European countries are known and criteria are created to show similarities and differences between their characteristics.
Outcomes				



Learning Objective	Key Indicators	Basic	Advancing	Deep
<b>To investigate patterns</b>	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/time zones. Describe some of the characteristics of these geographical areas.	There is some awareness of the terms that can be used to describe geographical patterns.	There is a good level of application of a growing range of terminology to describe geographical patterns.	There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns.
	Describe geographical similarities and differences between countries.	With support from a teacher, similarities and differences between countries are identified.	Criteria are chosen from a list to help describe the similarities and differences between countries.	Well-reasoned criteria are created to describe the similarities and differences between countries.
	Describe how the locality of the school has changed over time.	With the support of a teacher, some of the changes to the locality of the school over time are identified and described using some geographical language.	Geographical language is selected to describe changes to the locality of the school over time.	Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.
	<b>Outcomes</b>			



Learning Objective	Key Indicators	Basic	Advancing	Deep
To communicate geographically	Describe key aspects of: <ul style="list-style-type: none"> <li>Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Human geography, including: settlements and land use.</li> </ul>	With guidance from a teacher, some terminology is used to describe locations geographically.	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.	An in-depth understanding of geographical terms is well chosen to provide accurate and concise descriptions.
	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom.	When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.	A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.
Outcomes				