

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
S - Geography - S Statements							
100 - I can consolidate a sense of place and direction. (E.g. Pupil can follow set routes around familiar places.)							
101 - I show my awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places [E.g. Pupil says 'cars here' on a busy street, 'cars gone/no cars' in the park.]							
102 - I can answer simple questions about places and people; 'Who can help us?'							
103 - I can sort and classify objects in terms of simple features or properties; for example, pebbles or rocks found on a local walk, according to colour or size.							
104 - I understand the differences between the physical/natural and human/made features of places.							
105 - I can use pictures or symbols to show familiar places and what they are for. (E.g. Pupil can make simple plans or maps of familiar areas.)							
106 - I can show what I think about different people and environments and answer simple questions about places and people. (E.g. Pupil can respond to 'What can you buy in this shop? 'What can you do in the park?')							
107 - I can communicate my preferences about the physical/natural and human/made features of places.							
108 - I can use symbols to represent direction.							
109 - I can represent and record key features of a place using models or symbols.							
110 - I am aware of my role in caring for my own environment. (E.g. Pupil can water plants in the classroom or garden.)							
111 - I can recognise the physical/natural and human made features of places. (E.g. Pupil can identify buildings and their uses.)							
112 - I can use simple geographical language to communicate their ideas about various locations, functions and roles							

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113 - I can use resources given to them and their own observations to respond to simple questions about places and people.							
114 - I can recognise simple symbols or representations on maps and plans.							
115 - I can show some understanding of environmental awareness and how it relates to my life.							
116 - I can express my views on features of the environment that I find attractive or unattractive.							

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E - Geography - Investigating Places							
200 - I can ask geographical questions (e.g. What is this place like? What will I see in this place?)							
201 - I can answer geographical questions (e.g. What do people do in this place?)							
202 - I can identify the key features of a location in order to say whether it is a city, town or a village.							
203 - I can identify the key features of a location in order to say whether it is a coastal or rural area.							
204 - I can use world maps, atlases and globes to identify the United Kingdom and its countries.							
205 - I can use world maps, atlases and globes to identify countries, continents and oceans.							
206 - I can make and express my choice.							

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207 - I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.							
208 - I can use aerial images and plan perspectives to recognise landmarks and basic physical features.							
209 - I can name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.							
210 - I can name, locate and identify characteristics of capital cities of the United Kingdom.							
211 - I can join in telling familiar stories.							
212 - Name and locate the world's continents and oceans.							
N - Geography - Investigating Places							
300 - I can ask and answer geographical questions about the physical and human characteristics of a location.							
301 - I can explain my views about locations and give reasons.							
302 - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.							
303 - I can 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.							
304 - I can use a range of resources to identify the key physical and human features of a location							
305 - I can 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; and							
306 - I can understand how some of counties and cities of the United Kingdom and their identifying human and physical characteristics have changed over time.							
307 - I can name and locate some European countries and identify their main physical and human characteristics.							

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308 - I can collect and analyse statistics and other information in order to draw clear conclusions about locations.							
309 - I can identify and describe how the physical features affect the human activity within a location.							
310 - I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.							
311 - I can 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 results in a range of ways.							
312 - I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps, such as London's Tube map).							
313 - I can 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.							
314 - I can understand how some of the countries and cities of the world, and their human and physical characteristics have changed over time.							
315 - I can name and locate the countries of Europe (including the location of Russia) and identify their main physical and human characteristics.							
316 - I can name and locate the countries of North and South America and identify their main physical and human characteristics.							
D - Geography - Investigating Places							
400 - I can interpret Ordnance Survey maps in the classroom and the field, including using six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs.							
401 - I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data.							
402 - I can use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.							
403 - I can analyse and interpret different data sources.							

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404 - I can build on my knowledge of globes, maps and atlases, and apply and develop this knowledge in the classroom and in the field.							

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E - Geography - Investigating Patterns							
200 - I can understand geographical similarities and differences through studying the human and physical geography							
201 - I can identify seasonal and daily weather patterns in the United Kingdom.							
202 - I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.							
203 - I can identify land use around the school.							
N - Geography - Investigating Patterns							
300 - I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere,							
301 - I can name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.							
302 - I can name and locate date time zones.							
303 - I can describe some of the characteristics of these geographical areas.							
304 - I can describe geographical similarities and differences between countries.							
305 - I can describe how the locality of the school has changed over time							

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306 - I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.							
307 - I can identify and describe the geographical significance of Arctic and Antarctic Circle, and time zones (including day and night).							
308 - I can understand some of the reasons for geographical similarities and differences between countries.							
309 - I can describe how locations around the world are changing and explain some of the reasons for change.							
310 - I can describe geographical diversity across the world.							
311 - I can describe how countries and geographical regions are interconnected and interdependent.							
D - Geography - Investigating Patterns							
400 - I can understand geographical similarities and differences through the study of human and physical geography of a region or area within Africa.							
401 - I can understand geographical similarities and differences through the study of human and physical geography of a region or area within Asia.							
402 - I can understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts.							
403 - I can understand human geography relating to population and international development.							
404 - I can understand human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors.							
405 - I can understand human geography relating to urbanisation, and the use of natural resources.							
406 - I can understand how human and physical processes interact to have an impact on the form of distinctive landscapes.							

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E - Geography - Communicate Geographically							
200 - I can use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river.							
201 - I can use basic geographical vocabulary to refer to: key physical features, including: soil, valley, vegetation and weather.							
202 - I can use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.							
203 - I can use compass directions (north, south, east and west) to describe the location of features and routes on a map.							
204 - I can use locational language (e.g. near and far) to describe the location of features and routes on a map.							
205 - I can devise a simple map; and use and construct basic symbols in a key.							
206 - I can use simple grid references (e.g. A1, B1).							
N - Geography - Communicate Geographically							
300 - I can describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.							
301 - I can describe key aspects of human geography, including: settlements and land use.							

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302 - I can 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.							
303 - I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.							
304 - I can describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.							
305 - I can use the eight points of a 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.							
306 - I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).							
D - Geography - Communicate Geographically							
400 - I can communicate knowledge of complex geographical systems.							