

GEOGRAPHY

Geographical features, patterns and processes

Step 1
I can tell an adult some things about what a place I know is like.

Step 2
I can describe a place I know and say what you could see there.

When I have studied a place, I can describe where it is in the world and say what it is like.

Step 3
I can describe the physical and human features of my local area.

I can compare two places and describe some differences between them.

I can suggest a reason for some of these differences in terms of the geography I know.

Step 4
I can describe the physical and human features of places I have learned about (in both the UK and the wider world).

I can point out similarities and differences between places in terms of their physical and human features.

Using my knowledge of geography, I can suggest some reasons for these similarities and differences.

I can describe some physical and human processes and point out some examples of these.

I can suggest some ways in which these processes can change a place and how they can affect people's lives.

I can spot and describe some geographical patterns.

Step 5
I can describe the physical and human features of places with good detail.

I can point out some of the links and relationships that make places dependent on each other.

I can describe and give some explanations of the physical and human features of places I have learned about.

I can describe how physical and human processes have lead to similarities and differences in the environments of different places and the lives of people who live there.

I can describe and explain some geographical patterns.

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Issues in geography including environmental issues

Step 1
I can say what I like and what I don't like about a place I know.

Step 2
I can say what I think about an environment and say how people can change it.

Step 3
I can give a few examples of how people try to make their environment (the place they live) better and how they try to care for the environment.

I can describe how an environment has changed.

I can say what I think about how people's lives have been affected by this change.

Step 4
I can give some examples of ways in which people can damage their environment and ways in which people try to improve it.

I give reasons for my views about an environmental change and I know that other people may have different opinions.

Step 5
I can explain how some human activity changes (and may damage) the environment.

I can give some examples of ways in which people try to manage environments sustainably.

I can explain my views about environmental issues and describe the opinions that others hold.

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Geographical enquiry

Step 1
I can answer questions about places using maps, pictures and text I am given.

Step 2
I choose useful information from the maps, pictures and texts I am given when answering geography questions.

I can ask some sensible questions in geography.

I try to use some geographical terms and words.

Step 3
When I have a question to answer in geography, I can find information and write and draw to give my answer.

I use some geographical terms and words in my work.

Step 4
I can suggest some questions that could be answered by a geography investigation.

I can use maps, text, photographs and my own observations to help me answer questions in geography.

I use a good range of geographical vocabulary in my answers to questions.

Step 5
In investigations and when answering geography questions, I make sensible choices when selecting the best sources of information and evidence.

I present my findings using helpful maps and graphs and in writing.

I suggest sensible conclusions.

