

Learning Objective	Key Indicators	Basic	Advancing	Deep
		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	Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
To investigate places	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)	With support, some geographical questions are asked and answered.	Generally, some pertinent geographical questions are asked and answered.	A good range of pertinent geographical questions are asked and answered.
	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	With guidance, the key features of location are identified and described.	A general understanding that different places have different characteristic features and that they help to decided what sort of place it is.	There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is.
	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	With support, there is an awareness of the countries of the United kingdom, some so the continents, oceans, and countries of the world	A growing knowledge of the countries of the UK and the continents, oceans, and countries of the world.	Good knowledge of the countries of UK, the world's continents, oceans, and rapidly growing knowledge of other countries of the world.
	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	With support, simple fieldwork is carried out and key human and physical features of the area surrounding the school are described.	A growing use of simple fieldwork skills are used. Key human and physical features of the area surrounding the school are generally described well using some geographical vocabulary.	Simple fieldwork skills are chosen. Key human and physical features of the area surrounding the school are described well using geographical vocabulary.
Outcomes				

Learning Objective	Key Indicators	Basic	Advancing	Deep
		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	Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
To investigate places	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described.	The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences.	The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons.
	Name and locate the world's continents and oceans.	With the support of a teacher, the world's continents and oceans are named.	The world's continents and oceans are named accurately and there is some application of this knowledge in describing places.	The world's continents and oceans are named accurately and well-reasoned descriptions of places in relation to them are provided.
Outcomes				

Learning Objective	Key Indicators	Basic	Advancing	Deep
		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	Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
To investigate patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	With the support of a teacher, locations are compared and contrasted with the use of some geographical vocabulary.	Some good comparisons, using geographical vocabulary, are applied to contrasting localities.	Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features.
	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	With the support of a teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles.	Seasonal and daily weather patterns are generally observed and described with some detail. There is growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.	Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well-developed ability to describe hot and cold areas of the World in relation to the Equator, North and South Poles.
	Identify land use around the school.	With the support of a teacher, patterns of land use near the school are investigated.	Patterns of land use are investigated and described using geographical language.	Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.
Outcomes				

Learning Objective	Key Indicators	Basic	Advancing	Deep
		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	Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
To communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - Key human features including: city, town, village, factory, farm, house, office and shop. 	With the support of a teacher, some basic, geographical features are identified and used to describe a place.	A growing repertoire of geographical vocabulary is selected to describe places.	A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places.
	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	With support from a teacher, compass directions and locational language are used to describe places.	Generally, compass directions are used accurately and locational language used appropriately to describe places.	Compass directions and locational language are used to fluently and accurately describe places with judicious detail.
	Devise a simple map; and use and contrast basic symbols in a key. Use simple grid references, (A1, B1).	With the support of a teacher, simple maps, keys and grid references are used.	Simple maps that include keys and simple grid references are created in a number of contexts.	Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned.
Outcomes				