

| Mid-Year Expectations | | End of Year Expectations |
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| Higher Prior Attainer | <ul style="list-style-type: none"> Students are working towards the use of physical and human features with detailed compass points to describe the location of a place. Students can identify how geographical processes can change either physical or human features. Students can use map skills to describe a range of locations at varying scales. Students are familiar with the geography literacy structures and are working towards using this in all their answers. Students can identify differences and similarities between different cultures from around the world. | <ul style="list-style-type: none"> Students demonstrate the use of physical and human features with detailed compass points to describe the location of a place at a range of scales. Students can describe how geographical processes can change both physical and human features. Students can interpret maps using a range of geography skills to describe a location at a range of scales. Students can communicate their ideas using a literacy structure to make a clear point and make a description. Students can make comparisons between different cultures from around the world. |
| Middle Prior Attainer | <ul style="list-style-type: none"> Students begin to identify human and physical features and are confident in the use of 4 points of a compass and attempt to use 8, in describing a specific location. Students can identify human and physical features in a place and start to use examples of these. Students begin to describe a location using 4 figure grid references. Students can identify the differences between global cultures. | <ul style="list-style-type: none"> Students will be able to identify human and physical features and use the 8 points of a compass to describe the location of a place. Students can give examples of human and physical features in a place and begin to identify changes. Students begin to describe a location using map skills including 4 figure grid references. Students begin to use the BEE and TEA structure to communicate ideas. Students can identify and describe the differences and begin to recognise the similarities between global cultures. |



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| Lower Prior Attainer | <ul style="list-style-type: none"> Students can identify human and physical features of a specific location. Students understand how 4 figure grid references can be used to identify a location on a map. Students can use a key on a map to identify features. Students start to identify a clear points to being answering questions. Students are working towards identifying the differences between cultures in selected areas. | <ul style="list-style-type: none"> Students begin to use human and physical features to describe the location of a place with 4-point compass. Students begin to identify examples of physical and human features in a place. Students can use a key to help describe a location on a map. Students can identify a clear point to answer a question. Students can begin to identify the differences between cultures. |

