

Mid-Year Expectations		End of Year Expectations
Higher Prior Attainer	<ul style="list-style-type: none"> • Students are working towards a description of a place using relevant physical and human features, compass points with reference to the equator. • Students can describe how key geographical processes can change over time and identify how people can affect human and physical features. • Students will be able to identify geographical features using source material. They will demonstrate the ability to highlight trends and patterns in data to interpret information and reach conclusions. • Students communicate their ideas using a literacy structure to make a point. • Students will be able to describe similarities and differences within different cultures. 	<ul style="list-style-type: none"> • Students can provide a description of a place using relevant physical and human features, compass points with reference to the equator. • Students can describe how key geographical processes can change over time and scale. They will describe how humans can affect both human and physical features. • Students can identify a range of geographical features using a sources material and use this to make a detailed point. The ability to highlight trends and patterns to interpret information. • Students can use different data to provide a clear interpretation and arrive at a conclusion. • Students clearly communicate their ideas using a literacy structure to make a clear point and demonstrate understanding. • Students will be able to describe similarities and differences within different cultural settings.
Middle Prior Attainer	<ul style="list-style-type: none"> • Students will be able to identify relevant continents when describing global features, using compass points to make their description more accurate. • Students begin to recognise change over time. They will identify how people have interacted with both physical and human features. • Students can identify the major geographical features in a photo or map. Students can suggest trends or patterns using data from a graph. • Students can use data to reach a conclusion. • Students begin to structure answers to make a clear point. • Students begin to identify similarities and differences in each setting. 	<ul style="list-style-type: none"> • Students will be able to identify relevant continents when describing global features. Refence will be made to compass points in making the description more accurate. Links may be made to the relation of the equator or the poles. • Students can identify how a place has changed over time. Students will suggest ways in which people have created or altered an environment. • Students can identify the major geographical features in a photo or map and use this to make a clear point. They also show the ability to identify a trend on a graph. • Students begin to make conclusions from analysing and interpreting data. • Students begin to structure answers to make a clear point, following the BEE and TEA structure. They will be able to offer some explanation of their point. • Students also begin to identify similarities and differences in a range of settings.



Mid-Year Expectations		End of Year Expectations
Lower Prior Attainer	<ul style="list-style-type: none"> • Students can identify the human and physical features of a location. Compass points maybe used within their description. • Students can give the physical and human features from a given example. • Students begin identify the main features from a photograph. • Students begin to use the BEE and TEA structure to communicate ideas. Often with the use of scaffolding. • Students can identify the differences between different cultures in a range of settings and topics. 	<ul style="list-style-type: none"> • Students are 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 a variety of human and physical features in a place. • Students begin to describe a location using map skills, and can identify the main features from a photograph. • Students are beginning to use the BEE and TEA structure to communicate ideas. • Students can identify and describe the differences between different cultures in a range of settings and topics..

