

## Enquiry – *How does the weather affect our lives?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Recognise</b> an element of the weather;	<b>Identify and describe</b> the main elements of the weather;	<b>Explain</b> different ways in which the weather can affect our daily lives;
<b>Identify</b> one way that the weather has changed in recent days;	<b>Observe and record</b> some elements of daily weather over several days;	<b>Present</b> the changes in weather <b>observed</b> and <b>suggest reasons</b> for some of the changes;
<b>Recognise</b> the current season;	<b>Describe</b> how weather conditions change in the UK during the four seasons;	<b>Suggest reasons</b> for these changes;
<b>Recognise</b> that the weather in hot and cold places of the world is different;	<b>Describe and observe</b> the distribution of hot and cold places in the world relative to the Equator;	<b>Suggest reasons</b> for the distribution of hot and cold places;
<b>Recognise</b> that it is hotter at the Equator than at the North Pole or South Pole;	<b>Observe</b> how the temperature of places decreases with distance from the Equator towards the North and South Pole;	<b>Suggest reasons</b> for this;
<b>Recognise</b> that Antarctica and the Sahara Desert have different kinds of environment;	<b>Describe and compare</b> these environments;	<b>Suggest reasons</b> for any similarities and differences <b>observed</b> ;
<b>Recognise</b> that Captain Robert Scott was an explorer.	<b>Describe</b> the journey of Captain Scott and his team and <b>suggest reasons</b> why they wanted to be the first to reach the South Pole.	<b>Explain</b> why Captain Scott's expedition failed and <b>empathise</b> with the emotions he would have felt.

## Enquiry – *Why does it matter where my food comes from?* – Assessment Criteria

<b>Working Towards</b> Age-Related Expectations	<b>Working at</b> Expected Age-Related Expectations	<b>Greater Depth</b> Exceeding Age-Related Expectations
<b>Recognise</b> that people require food to survive;	<b>Recognise</b> that food comes from plants and animals and <b>describe</b> what happens on a farm;	<b>Identify and describe</b> the four main types of farm in the UK;
<b>Know</b> that milk comes from cows;	<b>Identify and describe</b> what happens on a dairy farm;	<b>Describe and explain</b> what dairy products are;
<b>Recognise</b> that the weather affects what kind of food a farm can produce;	<b>Describe and suggest reasons</b> why the weather in Devon makes it a good place for dairy farming;	<b>Explain</b> why many popular fruits can't be grown in the UK and must be imported;
<b>Recognise</b> what cheese is;	<b>Describe</b> how cheese is made from milk;	<b>Explain</b> what it means when food such as cheese is exported;
<b>Recognise</b> different types of fruit;	<b>Identify, describe and rank order</b> the top ten most popular fruits in the UK and <b>give reasons</b> why half are imported;	<b>Describe and explain</b> how one UK fruit is grown;
<b>Recognise</b> that bananas are not grown in the UK;	<b>Identify</b> where Costa Rica is and <b>suggest reasons</b> why bananas can be grown there and not in the UK;	<b>Describe and explain</b> the harvesting, packaging and transport of bananas from Costa Rica to the UK;
<b>Identify</b> sugar and how it is used in many kinds of processed food;	<b>Describe</b> how sugar is made from sugar beet;	<b>Understand</b> why being careful about how much added sugar we eat is important for a healthy lifestyle;
<b>Distinguish</b> vegetables from fruit;	<b>Identify and describe</b> different kinds of vegetables;	<b>Understand</b> the difference between locally produced and imported food;
<b>Identify</b> some common types of meat;	<b>Identify and describe</b> the animals from which these types of meat originate;	<b>Understand</b> what 'free range' means and how this can be beneficial for farm animals;
<b>Recognise</b> that meals are made up of different food ingredients.	<b>Identify and describe</b> the ingredients of some popular meals cooked at home by people in the UK.	<b>Explain</b> some of the benefits of preparing homemade meals.

## Key Stage 1

Enquiry – <i>What is the geography of where I live?</i> – Assessment Criteria		
<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Identify</b> a physical and human feature in the local area;	<b>Observe and describe</b> the difference between physical and human features;	<b>Recognise</b> that geography is about how people are connected to or interact with the places in which they live;
<b>Identify and locate</b> the UK on a world map;	<b>Locate and describe</b> on a map where in the UK they live;	<b>Observe and compare</b> the location of where they live in relation to the four nations and main cities of the UK;
<b>Identify</b> the location of their school on a <i>Google Earth</i> satellite image;	<b>Observe, locate and describe</b> a range of physical and human features of their school and its grounds on a current <i>Google Earth</i> satellite image;	<b>Compare and contrast</b> this current <i>Google Earth</i> satellite image with that of the oldest image available and <b>identify and describe</b> any changes they <b>observe</b> ;
<b>Participate</b> in fieldwork undertaken in the local area of the school;	<b>Observe, and record</b> different types of land use in the local area and <b>present</b> their results in different ways;	<b>Categorise</b> the different land uses into <i>residential, economic, recreational and public services</i> ;
<b>Recognise and distinguish</b> between common land uses of towns and cities and those in countryside areas.	<b>Compare and contrast and suggest reasons</b> why land uses in urban and rural areas are often very different.	<b>Reach a judgement</b> as to whether their local area is predominantly urban or rural.

## Enquiry – *Why do we love being beside the sea so much?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Recognise</b> some features of the seaside;	<b>Describe and compare</b> physical and human features of the seaside with those of countryside and city areas;	<b>Offer reasons</b> for the similarities and differences they <b>observe</b> ;
<b>Identify</b> a physical and human feature of their local area;	<b>Describe and explain</b> the terms 'coast', 'rural' and 'urban';	<b>Reach a judgement</b> as to whether they live in a coastal, rural or urban area and <b>give reasons to justify</b> their view;
<b>Describe</b> activities that people enjoy at the seaside;	<b>Suggest reasons</b> why the seaside is such a popular place to visit;	<b>Explain</b> why visiting the seaside is more popular at some times in the year than others;
<b>Recognise</b> some ways that people can spoil the seaside environment;	<b>Describe</b> what <i>pollution</i> means and examples of how seaside plants and animals can be harmed by it;	<b>Describe and explain</b> how living things at the seaside could be protected by a ' <i>seaside code</i> ' for visitors;
<b>Identify</b> different places at the seaside where plants, birds and animals might live;	<b>Describe</b> what a <i>habitat</i> is and the features of one kind of seaside habitat;	<b>Describe and explain</b> what the term <i>adaptation</i> means with examples of living things at the seaside;
<b>Recognise</b> that people in the UK have visited the seaside for hundreds of years.	<b>Describe and compare</b> how people have enjoyed holidays at the seaside in the past compared with today.	<b>Suggest reasons</b> for the similarities and differences they <b>observe</b> .

## Enquiry – *Why don't penguins need to fly?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Recognise</b> some features of Antarctica;	<b>Observe, name and describe</b> a range of features of Antarctica;	<b>Compare and contrast</b> Antarctica with their local area and <b>offer reasons</b> for the differences <b>observed</b> ;
<b>Recognise</b> other land masses on a map which are also continents;	<b>Identify and locate</b> the seven continents and five oceans of the world;	<b>Compare and contrast</b> the size of the continents and oceans and <b>rank order</b> them by area;
<b>Recognise</b> that attempting to live in Antarctica would be a problem;	<b>Identify and describe</b> some of the ways that living things can survive in Antarctica;	<b>Explain</b> what the terms <i>adapted</i> , and <i>adaptation</i> mean and <b>describe</b> examples in Antarctica;
<b>Recognise</b> that the Sahara Desert is a different kind of place than Antarctica;	<b>Identify, describe and compare</b> the main physical features of the Sahara Desert and Antarctica;	<b>Explain</b> why both Antarctica and the Sahara Desert are <i>deserts</i> despite one being very hot and the other very cold;
<b>Identify</b> Antarctica and the South Pole and the Arctic Ocean and the North Pole on a globe;	<b>Observe and describe</b> how ice at the Arctic is different from the ice at Antarctica;	<b>Explain</b> why the location of the North Pole is constantly moving whilst the position of the South Pole is fixed;
<b>Recognise</b> a polar bear and some of the things it eats;	<b>Describe</b> what a food chain is and <b>identify</b> the main parts of the food chain of a polar bear;	<b>Compare and contrast</b> the food chains of polar bears and penguins and <b>suggest reasons</b> for similarities and differences <b>observed</b> ;
<b>Identify and locate</b> Canada on a world map;	<b>Describe</b> a journey from Canada to Antarctica listing the countries, seas and oceans that a traveller would pass through;	<b>Explain</b> why such a journey would be possible for a human but impossible for a polar bear;
<b>Recognise</b> that some parts of Africa can be very warm all year.	<b>Describe</b> what it means for some countries such as Zambia to have a tropical climate.	<b>Describe and explain</b> the differences between a tropical and polar climate.

## Enquiry – How does the geography of Kampong Ayer compare with the geography of where I live? – Assessment Criteria

<b>Working Towards</b> Age-Related Expectations	<b>Working at</b> Expected Age-Related Expectations	<b>Greater Depth</b> Exceeding Age-Related Expectations
<b>Locate</b> the UK on a world map;	<b>Locate and describe</b> where they live in the UK;	<b>Observe</b> and <b>describe</b> the location of the UK within Europe and in relation to the Equator and North Pole and South Pole;
<b>Locate</b> the continent of Asia on a world map;	<b>Identify and describe</b> the location of Brunei in Asia;	<b>Compare</b> the location of the UK with Brunei;
<b>Know</b> that there is a time difference between the UK and Brunei;	<b>Calculate</b> the time difference;	<b>Estimate</b> , using a simple map scale, the distance between the UK and Brunei;
<b>Recognise</b> typical homes at Kampong Ayer;	<b>Identify and describe</b> the main features of a traditional home in Kampong Ayer;	<b>Compare and contrast</b> homes in Kampong Ayer with their own and <b>describe</b> and <b>suggest reasons</b> for any similarities and differences;
<b>Recognise</b> that the weather at Kampong Ayer is different from the UK;	<b>Observe and describe</b> the weather experienced during a typical day at Kampong Ayer;	<b>Compare and contrast</b> this weather with what they normally experience in the UK;
<b>Recognise</b> different types of ships and boats;	<b>Describe</b> the kind of boats people use at Kampong Ayer and <b>identify</b> their different purposes;	<b>Suggest reasons</b> why boat building is an important job for many people at Kampong Ayer;
<b>Describe</b> a typical day at school;	<b>Recognise and describe</b> similarities with a typical school day at Kampong Ayer;	<b>Suggest reasons</b> for any differences they <b>observe</b> ;
<b>Recognise</b> the main features of a wood or forest in the UK;	<b>Identify and describe</b> the main features of forests in Brunei;	<b>Compare and contrast</b> a tropical rainforest with woods and forests found in the UK;
<b>Identify</b> a physical and human feature of Kampong Ayer shown on a <i>Google Earth</i> satellite image.	<b>Use Google Earth</b> satellite images to <b>locate and describe</b> a range of human and physical features of Kampong Ayer.	<b>Suggest reasons</b> for the distribution of the human and physical features of Kampong Ayer they <b>observe</b> .

<b>Enquiry - <i>Why do some earthquakes cause more damage than others?</i> - Assessment Criteria</b>		
<b><i>Working Towards</i></b> <b>Age-Related Expectations</b>	<b><i>Working at</i></b> <b>Expected Age-Related Expectations</b>	<b><i>Greater Depth</i></b> <b>Exceeding Age-Related Expectations</b>
<p><b>Locate</b> New Zealand and the city of Christchurch;</p>	<p><b>Describe and explain</b> the effects of the Christchurch earthquake;</p>	<p><b>Explain</b> why destruction in the city was greater than in surrounding areas;</p>
<p><b>Recognise</b> that in New Zealand earthquakes occur frequently;</p>	<p><b>Locate and describe</b> the distribution of earthquakes in New Zealand;</p>	<p><b>Suggest reasons to explain</b> this pattern;</p>
<p><b>Describe</b> what happens when an earthquake occurs;</p>	<p><b>Explain</b> the main causes of earthquakes;</p>	<p><b>Understand</b> why an earthquake is impossible to predict and <b>empathise</b> with those who live in places where they occur;</p>
<p><b>Recognise</b> that whilst New Zealand often has earthquakes other countries never experience them;</p>	<p><b>Explain</b> why New Zealand has earthquakes regularly;</p>	<p><b>Understand</b> that the Earth's crust is divided into 'plates' and their movement against, and underneath each other, causes earthquakes;</p>
<p><b>Recognise</b> that the magnitude of an earthquake is measured on the Richter Scale;</p>	<p>Complete a scatter graph showing the magnitude and destruction caused by several earthquakes and <b>describe and explain</b> what it shows;</p>	<p><b>Explain</b> how tsunamis are formed and the danger they present;</p>
<p><b>Identify and describe</b> a volcano;</p>	<p><b>Describe and explain</b> what causes a volcano;</p>	<p><b>Compare and contrast</b> the dangers of volcanoes and earthquakes and <b>reach a judgement</b> as to which presents the greatest risk;</p>
<p><b>Recognise</b> that volcanoes as well as earthquakes occur in New Zealand;</p>	<p><b>Compare and contrast</b> the location of earthquakes and active volcanoes around the world and <b>identify and describe</b> similarities and differences;</p>	<p><b>Explain</b> why volcanoes often occur at the same locations as earthquakes;</p>
<p><b>Recognise</b> that not every earthquake causes the same level of destruction.</p>	<p><b>Suggest reasons to explain</b> why earthquakes of similar magnitude don't always cause the same amount of destruction.</p>	<p>Using examples <b>reach a judgement</b> as to why the most powerful earthquakes don't necessarily cause the most deaths and destruction.</p>

## Enquiry – *How can we live more sustainably?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Identify</b> some things that people do to help protect and improve the environment;	<b>Describe and explain</b> what trying to live more sustainably involves;	<b>Understand</b> that sustainability is about improving everyone's quality of life without harming the environment;
<b>Recognise</b> natural resources that they use every day;	<b>Identify, describe and explain</b> the difference between <i>renewable</i> and <i>non-renewable</i> resources;	Carry out a simple audit of water use in their homes and <b>record, present and explain</b> their results;
<b>Recognise</b> ways in which people can reduce the amount of natural resources they use;	<b>Identify and describe</b> some things that could be done at their school to help it become more sustainable;	<b>Explain</b> their recommendations;
<b>Know</b> that solar panels and wind turbines generate electricity;	<b>Describe and explain</b> in basic terms how solar panels and wind turbines generate electricity;	<b>Understand</b> why some people and organisations oppose building wind and solar farms;
<b>Recognise</b> that in the past almost all electricity was generated from burning coal;	<b>Describe</b> what a <i>fossil fuel</i> is and <b>explain</b> the main disadvantage of using coal, natural gas and oil to generate electricity;	<b>Explain</b> how electricity can also be generated by the power of water;
<b>Recognise</b> how a solar cooker works;	<b>Explain</b> where solar cookers are used in the world and some of the ways that their use protects the environment;	<b>Explain</b> how a biomass converter works and <b>reach a judgement</b> about its advantages and disadvantages;
<b>Identify</b> an action they could take at home that would contribute to living more sustainably.	<b>Describe and explain</b> a range of things that they and their family could do to live more sustainably at home.	<b>Recognise and describe</b> how sustainability is also about people's personal wellbeing.



## Enquiry – *Beyond the Magic Kingdom: What is the Sunshine State really like?* – Assessment Criteria

<b>Working Towards</b> Age-Related Expectations	<b>Working at</b> Expected Age-Related Expectations	<b>Greater Depth</b> Exceeding Age-Related Expectations
<b>Recognise</b> and <b>identify</b> features of a theme park;	<b>Describe</b> the features of the <i>Magic Kingdom</i> and <b>explain</b> why it is so popular;	<b>Compare and contrast</b> the <i>Magic Kingdom</i> with <i>Legoland</i> and <b>describe and explain</b> similarities and differences;
<b>Identify and locate</b> the United States of America and Florida;	<b>Identify, describe and locate</b> on an outline map the main geographical features of Florida;	<b>Compare and contrast</b> the geographical features of Florida with those of the region in which they live;
<b>Describe</b> why people from all around the world visit the <i>Magic Kingdom</i> ;	Show graphically the countries from which visitors come and <b>describe and explain</b> what they observe;	<b>Reach a judgement</b> about why so many visitors come from countries in Europe compared with Africa;
<b>Recognise</b> that Florida is almost surrounded by water;	<b>Describe and explain</b> why Florida is called a peninsula;	<b>Identify, locate and describe</b> the world's largest peninsulas;
<b>Identify</b> what happens at the Kennedy Space Centre;	<b>Explain</b> why the Kennedy Space Centre was built in Florida;	<b>Explain</b> why many American astronauts are also launched from Kazakhstan;
<b>Recognise and describe</b> a sea turtle;	<b>Describe and explain</b> why sea turtles live around Florida and why they are endangered;	<b>Reach a judgement</b> as to which actions might best protect sea turtles;
<b>Recognise</b> that the climate of Florida is different from that in the UK;	<b>Compare and contrast</b> the climate of the UK and Florida and <b>describe and explain</b> similarities and differences;	<b>Explain</b> how differences in temperature and sunshine hours affects when British tourists visit Florida;
<b>Describe</b> some things that British tourists enjoy doing in Florida;	<b>Reach a judgement</b> as to the best time for someone from the UK to visit Florida for a holiday;	<b>Explain</b> why taking a holiday in Florida in August may not be the best time to visit;
<b>Describe</b> the kind of damage caused by a hurricane;	<b>Recognise</b> the pattern of hurricanes on a satellite image, <b>describe</b> how they form and <b>explain</b> why they are a threat to people in Florida;	<b>Explain</b> ways in which people in Florida protect themselves and their property from hurricanes;
<b>Identify and locate</b> the Everglades.	<b>Describe</b> the main features of the Everglades and <b>explain</b> why it has been designated a National Park.	<b>Compare and contrast</b> the Everglades with a National Park in the UK and <b>describe and explain</b> similarities and differences.

## Enquiry – *Why do so many people in the world live in megacities?* – Assessment Criteria

<b>Working Towards</b> Age-Related Expectations	<b>Working at</b> Expected Age-Related Expectations	<b>Greater Depth</b> Exceeding Age-Related Expectations
<b>Recognise and distinguish</b> city environments from the countryside;	<b>Describe</b> key features of cities and <b>compare</b> these with countryside areas;	<b>Understand</b> the terms <i>urban</i> and <i>rural</i> ;
<b>Recognise</b> that some cities are larger than others;	<b>Describe</b> what a <i>megacity</i> is and where they can be found in the world;	<b>Explain</b> the distribution of megacities across the world;
<b>Identify and locate</b> Iraq and the city of Baghdad;	<b>Describe and explain</b> why Baghdad was the first city in the world with one million inhabitants;	<b>Understand</b> what <i>trade</i> involves;
<b>Identify</b> which of Britain's ten most populous cities is closest to where they live;	<b>Locate</b> Britain's ten largest cities and top ten fastest growing cities on a map and <b>compare and describe</b> where they can be found;	<b>Explain</b> why the number of people who live in a city might increase very quickly;
<b>Identify</b> the location of Milton Keynes and <b>recognise</b> some of its features;	<b>Describe and explain</b> why Milton Keynes is currently the fastest growing city in the UK;	<b>Understand</b> that a rapid increase in people can bring both benefits and problems to a city;
<b>Identify</b> the continent of South America on a world map;	<b>Locate</b> on an outline map the largest cities of South America and <b>describe and explain</b> where most are to be found;	<b>Reach a judgement</b> about why so many of the world's megacities are located on the coast;
<b>Locate</b> the city of Brasilia on a map of Brazil and <b>identify</b> some of its features;	<b>Recognise, describe and explain</b> key features of Brasilia;	<b>Explain</b> why a country might choose to build a brand-new city to be its capital;
<b>Describe</b> some attractive things about living in a large city.	<b>Compare and contrast</b> some of these benefits with less attractive things and explain which they think is most significant.	<b>Explain</b> the benefits and disadvantages of where they live and <b>compare and contrast</b> these with those of megacities.

## Enquiry – *How and why is my local area changing?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Recognise</b> that places change;	<b>Identify, describe and suggest reasons</b> for why places change;	<b>Understand</b> that change can bring advantages and disadvantages;
<b>Recognise</b> that places change either as a result of natural events or human activity;	<b>Describe and explain</b> how natural events and human activity have changed a place they have studied;	<b>Reach a judgement</b> about whether these changes have been beneficial or harmful;
<b>Recognise</b> some changes that have occurred to their school and grounds;	<b>Describe and explain</b> why these changes were made;	<b>Reach a judgement</b> about whether these changes have been positive or negative;
<b>Identify and rank order</b> the attractiveness of a range of different environments;	Devise a means of measuring the quality of the environment in the local area and <b>describe and explain</b> their reasoning;	<b>Compare and contrast</b> their method of data collection with those of others;
<b>Participate</b> in field work to measure the quality of the environment in the local area;	<b>Observe and record</b> data about changes in the quality of the environment;	<b>Present</b> their data using a range of graphs, tables and displays;
<b>Identify and describe</b> some changes in the quality of the environment <b>observed</b> ;	<b>Describe and explain</b> how and why the quality of the environment changes;	<b>Evaluate</b> their methods and suggest how their fieldwork could be improved;
<b>Recognise and identify</b> some environmental changes shown in NASA satellite images;	<b>Describe and explain</b> why these changes might have occurred;	<b>Compare and contrast</b> recent and older satellite images of the local area and <b>identify, describe and explain</b> changes <b>observed</b> ;
<b>Recognise</b> how satellite images help geographers understand deforestation in the Amazon Basin.	<b>Describe and explain</b> the scale of deforestation revealed in several satellite images of the same location.	<b>Reach a judgement</b> about the likely impact of this deforestation on the natural environment and indigenous people of the Amazon Basin.

## Enquiry – *Why are jungles so wet and deserts so dry?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Identify</b> the three main types of climate in the world;	<b>Describe and explain</b> the differences between these types of climate;	<b>Suggest reasons to explain</b> the distribution of the three main climate types;
<b>Identify</b> and <b>describe</b> what a climate graph shows;	<b>Compare</b> climate graphs from different places and <b>describe and suggest reasons</b> for the similarities and differences they <b>observe</b> ;	<b>Reach a judgement</b> about where in the world each of the places shown in the climate graphs might be located;
<b>Identify and describe</b> what a climate graph of where they live shows;	<b>Construct</b> a climate graph for where they live and <b>describe and explain</b> what it shows;	<b>Compare and contrast</b> their completed climate graph with those of other places and <b>explain</b> similarities and differences;
<b>Recognise</b> and <b>describe</b> some of the ways in which weather and climate affects plants and animals;	<b>Identify, describe and explain</b> what a <i>biome</i> is;	<b>Explain</b> how climate affects plants and animals in one biome;
<b>Identify</b> the location of the Amazon Basin and <b>describe</b> its main features;	<b>Describe</b> how convectional rainfall forms and <b>explain</b> why the Amazon Basin receives so much of it;	<b>Describe</b> the difference between convectional rainfall and relief rainfall;
<b>Identify</b> the location of the Atacama Desert and <b>describe</b> its main features;	<b>Explain</b> why the city of Arica is the driest inhabited place in the world;	<b>Understand</b> the concept of ‘desert’ and <b>explain</b> how and why there are hot, temperate and cold deserts;
<b>Recognise and describe</b> how some plants and animals are well suited to the places in which they live.	<b>Describe and explain</b> what the term <i>adaptation</i> means and how some plants and animals are adapted to living in either the Coniferous Forest or Savanna biome.	<b>Describe and explain</b> the features of the temperate deciduous forest biome in which the UK is located.

## Enquiry – *How is climate change affecting the world?* – Assessment Criteria

<b>Working Towards</b> Age-Related Expectations	<b>Working at</b> Expected Age-Related Expectations	<b>Greater Depth</b> Exceeding Age-Related Expectations
<b>Recognise</b> that the weather in some parts of the world is changing;	<b>Explain</b> how some people in The Gambia are being affected by changes in the weather;	<b>Describe and explain</b> the process of desertification;
<b>Describe</b> what a wildfire is;	<b>Explain</b> why wildfires are dangerous and why they are becoming more frequent in Australia;	<b>Evaluate</b> things that the Australian government is doing to reduce the risks of wildfires and <b>reach a judgement</b> about which they feel will be most effective;
<b>Identify</b> that rivers and the sea can cause flooding;	<b>Describe and explain</b> why the sea sometimes floods the land and why it may become more frequent in the future;	<b>Explain</b> what a flood resilience plan is and <b>reach a judgement</b> regarding the most important things they would include in one;
<b>Describe</b> what is happening to the Greenland ice sheet;	<b>Explain</b> why the ice sheet is melting and <b>empathise</b> with different viewpoints about this;	<b>Evaluate</b> the potential advantages and disadvantages of the ice sheet disappearing and <b>reach a judgement</b> about their own views;
<b>Describe</b> what the term <i>global warming</i> means;	<b>Explain</b> how increasing amounts of greenhouse gases in the atmosphere is causing surface temperatures to rise;	<b>Identify and explain</b> the main locations in the world already affected by climate change;
<b>Identify</b> some of the ways in which countries are trying to reduce the amount of greenhouse gases they produce;	<b>Describe and explain</b> how countries have agreed to work together to reduce global warming and climate change;	<b>Evaluate</b> the measures that the United Kingdom has taken and <b>reach a judgement</b> about which will be most effective;
<b>Describe</b> some of the things that individuals are doing to reduce the amount of greenhouse gases they produce;	<b>Understand</b> how as individuals, members of families and communities they can contribute to reducing global warming and climate change;	Draft a school climate change action plan <b>explaining and justifying</b> the measures they recommend;
<b>Describe</b> what a renewable source of energy is and <b>identify</b> an example.	<b>Describe and explain</b> how a renewable source of energy helps to reduce greenhouse gas emissions.	<b>Understand</b> that renewable sources of energy such as wind and solar may also have unintended environmental impacts.

Enquiry – *What is a river?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Recognise</b> a river and some of its physical features;	<b>Observe, sequence and describe</b> how the physical features of a river change from source to mouth;	<b>Compare and contrast</b> the physical features of several rivers identifying <b>similarities and differences</b> ;
<b>Identify and describe</b> how rivers flow from higher to lower ground;	<b>Describe and explain</b> why the physical features of a river change as it flows from higher to lower ground;	<b>Understand</b> some of the ways in which we use and depend on rivers;
<b>Observe</b> during fieldwork some features of a local river;	<b>Measure, record and present</b> data showing changes along a section of a local river;	<b>Explain and reach a conclusion</b> about the changes they have observed;
<b>Recognise</b> a river estuary;	<b>Identify and describe</b> typical features of river estuaries and <b>explain</b> why they are important places for wildlife;	<b>Understand</b> what an ecosystem is and <b>explain</b> some of the ways in which human activity can affect an estuary ecosystem;
<b>Recognise</b> that rivers are an important source of water;	<b>Describe</b> the stages of the hydrological cycle and <b>explain</b> the important role that rivers play in it;	<b>Understand</b> some of the ways that human activity can affect the hydrological cycle;
<b>Recognise and describe</b> the River Thames meander at the Isle of Dogs;	<b>Identify, describe and explain</b> why the Isle of Dogs became the busiest river port in the world;	<b>Make a judgement</b> about the causes of the decline and eventual closure of the Isle of Dogs docks;
<b>Identify</b> the location of Bangladesh and <b>describe</b> some of the problems flooding causes.	<b>Reach a conclusion</b> as to why Bangladesh has so many floods.	<b>Evaluate</b> the things that Bangladesh is taking to protect itself against flooding and <b>reach a judgement</b> about which might have the most effect.

## Enquiry – *Why is Fair Trade fair?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Recognise and describe</b> how and why people buy and sell things;	<b>Explain</b> what trade means and why the Silk Road was once the most important trading route in the world;	<b>Reach a judgement</b> about some of the changes that resulted from people and things moving along the Silk Road;
<b>Recognise</b> some of the ways in which countries trade with each other;	<b>Explain</b> why countries trade and <b>reach a judgement</b> regarding the products they most frequently buy and sell;	<b>Understand</b> some of the benefits and disadvantages of countries trading with each other;
<b>Identify and describe</b> some products that the UK imports from China;	<b>Compare and contrast</b> these items with those most often exported to China and <b>describe</b> and <b>explain</b> the differences;	<b>Identify</b> the main products imported and exported from the United States and <b>reach a judgement</b> regarding how these <b>compare</b> with China;
<b>Recognise</b> that trade may benefit some people and not others;	<b>Describe and explain</b> why trade between countries may not always be considered 'fair';	<b>Understand</b> why unfair trade can be a cause of poverty;
<b>Recognise</b> what <i>Fairtrade</i> involves;	<b>Describe and explain</b> what <i>Fairtrade</i> is and <b>reach a judgement</b> about some of the benefits of being a <i>Fairtrade</i> producer;	<b>Reach a judgement</b> as to whether there might also be disadvantages to being a <i>Fairtrade</i> producer;
<b>Recognise and describe</b> a range of <i>Fairtrade</i> products that can be bought locally or online.	<b>Understand</b> what being a <i>Fairtrade</i> School involves and recommend how this status could be achieved.	<b>Understand</b> that <i>Fairtrade</i> is not just about food and <b>explain</b> how and why flowers, clothes and cosmetics are also included.

## Enquiry – *How do volcanoes affect the lives of people on Hiemaey?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Identify</b> the location of Europe and some of its countries;	<b>Locate</b> the countries of Europe together with their capital cities and main physical features;	<b>Compare and contrast</b> the main physical features of Europe with those of South America and North America;
<b>Locate and describe</b> the position of Iceland in Europe;	<b>Locate</b> the Westman Islands in Iceland and <b>describe</b> their physical and human features;	<b>Compare and contrast</b> the physical and human features of Hiemaey with those of their local area and <b>reach a judgement</b> about similarities and differences <b>observed</b> ;
<b>Identify</b> some of the main physical features of Hiemaey;	<b>Describe and explain</b> the distinctive physical features of Hiemaey;	<b>Compare and contrast</b> the physical features of Hiemaey with those of the rest of Iceland and <b>reach a judgement</b> about similarities and differences <b>observed</b> ;
<b>Identify and describe</b> a volcano;	<b>Describe and explain</b> the structure and purpose of volcanoes and the dangers they can pose;	<b>Understand</b> the concept of a natural hazard;
<b>Recognise</b> that active volcanoes can cause problems for people;	<b>Explain</b> how active volcanoes regularly change the landscape of Hiemaey and <b>evaluate</b> the advantages and disadvantages of living on the island;	<b>Understand</b> why some natural hazards like volcanoes present less of a threat than others such as earthquakes;
<b>Identify and describe</b> how many people on Hiemaey earn a living from fishing and tourism.	<b>Explain</b> why so many people on Hiemaey are dependent on either fishing or tourism and <b>reach a judgement</b> about why they might choose to stay despite the danger of active volcanoes.	<b>Demonstrate empathy</b> with the decisions that the people of Hiemaey had to make during the devastating volcanic eruption of 1973.



## Enquiry – *Why are mountains so important?* – Assessment Criteria

<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<b>Recognise and distinguish</b> a mountain from other landscape features;	<b>Explain</b> how geographers define a mountain;	<b>Understand</b> why definitions of a mountain vary around the world;
<b>Recognise and distinguish</b> between a mountain and a range of mountains;	<b>Identify and describe</b> the location of the largest ranges of fold mountains in the world;	<b>Reach a judgement</b> to help explain the pattern of fold mountain ranges;
<b>Recognise</b> how fold mountains were formed;	<b>Describe and explain</b> how the movement of plates of the earth's crust form fold mountains;	<b>Understand</b> the difference between fold mountains and volcanic mountains;
<b>Recognise and describe</b> what the mountaineers Mallory and Irvine attempted to do;	<b>Reach a conclusion</b> regarding the likely success or failure of Mallory and Irvine's expedition;	<b>Reach a judgement</b> regarding whether an expedition should be mounted to find the body and camera of Irvine;
<b>Recognise and describe</b> a fossil;	<b>Describe and explain</b> how fossils formed;	<b>Explain</b> why Hillary and Norgay discovered fossils of sea creatures on the summit of Mount Everest;
<b>Identify and locate</b> the Cambrian mountains in Wales;	<b>Describe and explain</b> their main physical and human features;	<b>Explain</b> the differences between the Cambrian and Himalayan mountains;
<b>Recognise</b> that mountains receive more rain than surrounding lower land;	<b>Explain</b> why the mountains of north and west Britain are wetter and cooler than places in the south and east;	<b>Reach a judgement</b> regarding the effects that heavy rainfall can have on farmers in Wales;
<b>Identify and locate</b> on an OS map some visitor attractions in the Cambrian Mountains;	<b>Identify, locate, describe and explain</b> common tourist attractions;	<b>Understand that</b> visitors may bring benefits but also cause problems for places in Wales;
<b>Identify</b> a reservoir and <b>describe</b> its purpose;	<b>Explain</b> why many reservoirs were built in the Cambrian Mountains a hundred years ago;	<b>Describe</b> the main domestic uses of water and <b>reach a judgement</b> regarding how water consumption could be reduced;
<b>Recognise and describe</b> the purpose of a hydroelectric power plant.	<b>Explain</b> how electricity is generated at a HEP plant and <b>explain</b> why it can be considered a sustainable source of power.	<b>Understand</b> that sustainable and renewable sources of power can also have negative impacts on the environment.

<b>Enquiry – <i>Who are Britain's national parks for?</i> – Assessment Criteria</b>		
<b><i>Working Towards</i></b> Age-Related Expectations	<b><i>Working at</i></b> Expected Age-Related Expectations	<b><i>Greater Depth</i></b> Exceeding Age-Related Expectations
<p><b>Identify</b> National parks on a map of the United Kingdom;</p> <p><b>Recognise and describe</b> some natural features of national parks;</p> <p><b>Recognise and describe</b> some historic and cultural features of national parks;</p> <p><b>Recognise</b> that national parks encourage people to visit them;</p> <p><b>Identify</b> South West England on a map of the United Kingdom;</p> <p><b>Describe</b> reasons why people might visit the Valley of Rocks in Exmoor National Park;</p> <p><b>Identify</b> that many national parks cover mountainous areas;</p> <p><b>Recognise</b> that national parks are looked after by people doing a range of different jobs.</p>	<p><b>Describe and suggest reasons for the</b> distribution of national parks;</p> <p><b>Explain</b> why national parks are known as Britain's 'breathing spaces';</p> <p><b>Describe and explain</b> what people mean by 'cultural heritage' in national parks;</p> <p><b>Describe and explain</b> why national parks encourage visitors;</p> <p><b>Locate</b> the main physical and human features of South West England and <b>compare</b> the amount of its protected land with other regions of the UK;</p> <p><b>Describe</b> the physical features of the Valley of Rocks and <b>explain</b> why it is popular with walkers;</p> <p><b>Compare and contrast</b> a map of national parks with a relief map of Britain and <b>explain their observations</b>;</p> <p><b>Understand</b> what the term 'management' means and <b>describe and explain</b> the two purposes of national parks.</p>	<p><b>Compare</b> the distribution of national parks with towns and cities and <b>explain</b> their <b>observations</b>;</p> <p><b>Understand</b> the value of people being able to visit wilderness areas;</p> <p><b>Describe and reach a judgement</b> about the importance of their own personal cultural heritage;</p> <p><b>Understand</b> that encouraging visitors and protecting natural beauty can be a challenge;</p> <p><b>Explain</b> why there are other areas of protected land in Britain in addition to national parks;</p> <p><b>Explain</b> why people with other interests and pursuits also visit;</p> <p><b>Describe and explain</b> what hill farming involves and how farmers help to conserve national parks;</p> <p><b>Understand</b> what social and economic wellbeing is and how national parks help to encourage it.</p>

