Robert Bloomfield Academy: Key Stage 2 Grade Descriptor Guidelines – Geography

KS2	Analysis	Places	Processes
Exceeding KS2 Expectations	**To describe and begin to explain what geographical data can tell us and begin to draw conclusions.**	**To describe and begin to explain key geographical features of places.**	**To describe and begin to explain key features and processes.**
Year 6 Sec	**Name and locate UK countries, some counties, regions and capital cities.** *UK Countries on the map should be located as well as some of counties, regions and capital cities – the requirement is to be able to locate most of these places on a map.*	**Identify points and issues faced by a particular place.** *Consider issues that a place encounters based on the geographical make up.*	**Identify physical processes and human issues using keywords.** *These should be identified globally and an understanding of each clear.*
Year 6 Dev	**Locate and compare 2 locations in the world using maps and key geographical words.** *Locate in what Continent, Country, Region or town 2 places are located and compare the geographical make-up.* *For example, what are the physical features? what is the climate like?*	**Suggest reasons why similarities and differences exist between places.** *Consider issues that a place encounters based on the geographical make up.*	**Describe how physical and human features can affect places.** *Describe how humans can affect the natural geography of a place.* *For example, cutting down trees to make roads.* *Describe how natural features can affect human.* *For example, a natural disaster like a flood or drought.*
Year 6 Beg	**Use a compass to find particular places.** *Identify how to use a simple directional compass. Use the compass to find a particular direction.* *For example, a directional instruction will be given for the children to follow and they will report what is waiting for them at the end of the instruction.*	**Be aware of regional and national places in the UK outside my local area.** *Identify that the UK is made up from varying places outside and with different geographical features to our local area.*	**Compare impacts upon different places using geographical words.** *Impacts will vary depending on particular places around the world. Physical and human impacts will affect particular areas more than others. Geographical vocabulary should be used to define and describe these impacts.* *For example, places with a higher population will be affected by a loss of the natural landscape as a result of needing more houses built.*

Year 5 Sec	**Make simple observations about a location using maps and pictures.** *Using Atlases, pictures and sources, simple geographical observations can be made.* *For example, a picture of the, particular features can be highlighted to be human or naturel.*	**Identify and summarise places within a region.** *Know that particular towns and villages are situated in certain regions.* *For example, Bedfordshire is in the Eastern region of England and Shefford is located in Bedfordshire.*	**Recognise human and physical features.** *Know the difference between human and physical geographical features. Examples of each will also be required.*
Year 5 Dev	**Name and locate the countries of the UK and be aware of capital cities.** *Should be aware of the 4 Countries within the UK and their capital cities should be located on a map.* *Should also be aware of what makes up Great Britain and the British Isles also.*	**Present facts about a region.** *Know that particular towns and villages are situated in certain regions.* *For example, Bedfordshire is in the Eastern region of England and Shefford is located in Bedfordshire.*	**Present facts about how human activities can affect the natural landscape.** *Humans can affect the natural landscape in a number of ways* *For Example, population figures may increase requiring more facilities and housing which can result in a loss of fields in the surrounding area.*
Year 5 Beg	**Use a map to find a specific location.** *To locate a specific location on a UK map, or simplistic town or school map.*	**Identify the significance that a particular landmark might have to an area.** *Understand what a landmark is. This could be defined through what it means to them, to show they are home as well as the historical significance.* *For example, a war memorial could be where the local community meets for Remembrance Day or the local community centre is where the Christmas fete is held.* *The objective is to empathise in some way with the locality.*	**Identify how human activities can affect the natural landscape.** *Understand that humans have an impact upon the natural landscape.* *A great example of this is the mass building of houses in the local area. What impact does this have on the physical landscape and the local community.*
Year 4 Sec	**Know and locate the 5 seas of the world some of the main river.**	**Identify issues faced by a particular place.** *Identify issues that a place might experience. For example, issues that are caused because of the high population in Central London.*	**State facts about some of the natural processes.** *Write points about natural processes for example, the water cycle.*
Year 4 Dev	**Locate the 7 Continents of the world.** *All 7 should be located on a world map.*	**Suggest reasons why similarities and differences exist.**	**Identify how humans could be affected by natural features.**

		Using photos', graphs and images share ideas of why there are similarities and differences between particular places. For example, suggest reasons why there are less fields and farms in London than Bedfordshire.	For example, a river could flood during heavy rain.
Year 4 Beg	**Name the Countries and the capital cities of the UK.** *Could also include the regions and counties also.*	**Name and locate some of the major cities in the UK.** *This will depend on the regions learned about.*	**Describe how the natural geographical features are used by humans in the local area.** *Humans make full use of the natural resources within a local area. They may decide to build particular elements in certain places to have full use.* *For example, parks often have trees and so a play area may be placed in such a place and then some picnic benches.*
Year 3 Sec	**Name the Countries of the UK.**	**Identify local towns within the County.** *Locate the County in which we live and some of the local towns surrounding it.*	**Identify some of the natural geographical features.** *Natural geographical features are those which exist naturally,* *For example, trees, rivers.*
Year 3 Dev	**Identify and describe the coastline of the UK.** *Identify where the coastline is and what it means. Describe what it looks like based on experience or in images and maps.*	**Locate local region on a map.** *Identify where the region in which we live on a map.*	**Describe how a human resource can affect the natural landscape.** *Describe fully how human resources might impact the natural landscape.* *For example, roads require space to be built and so this will occur on fields. Trees will need to be chopped down, habitats of local wildlife will be impacted and the level of pollution will increase.*
Year 3 Beg	**Describe the location of where you live.** *Any geographical information to locate town/village where you live.*	**Explain the importance that a particular landmark might have, for a community.**	**Identify what is a human feature is.** *Some thing that humans made ,*

		For example, a war memorial where people will meet on Remembrance Day.	*For example, roads.*