

Expectations of our Year 1 Musicians

By the end of Year 1 our young musicians are developing into *gatherers* and demonstrate they have begun to use effectively a range of simple musical skills and techniques and simple subject vocabulary to:

1. Begin to play/copy with some awareness of the beat
2. Make changes to sounds (eg. playing with different beaters or using dynamics)
3. When changes in musical elements within a piece are very clear (suddenly loud or quiet), recognise & react to the change
4. When listening to music identify changes in the music and begin to use the terms pitch and pace to describe the changes.

Expectations of our Year 2 Musicians

By the end of Year 2 our young musicians will have become secure *gatherers* and demonstrated they can use effectively a range of simple musical skills and techniques including and simple subject vocabulary to:

1. When pupils are performing together, they are aware they all need to play 'together'
2. Experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) & timbre (different types of sound) which different instruments make
3. When listening they can identify the impact of some of the elements in carefully selected music by famous composers from the past & present

Expectations of our Year 3 Musicians

By the end of Year 3 our young musicians are developing into *explainers* and demonstrated they have begun to effectively use a range of musical skills and techniques and subject vocabulary to:

1. When pupils are performing together, they are aware they all need to play to the same beat & the same speed
2. Use a simple structure which has a beginning, a middle & an end
3. Identify musical features which seem to suggest a mood or atmosphere
4. When listening to music, begin to make comparisons between music of different cultures through the elements of music

Expectations of our Year 4 Musicians

By the end of Year 4 our young musicians will have become secure *explainers* and demonstrated they can use effectively a range of musical skills and techniques and subject vocabulary to:

1. Sing largely in tune as a whole class & keep a counter melody or harmony as part of a group
2. When composing, they choose their resources, including instruments, to suit the task
3. When listening to music which intends to create an effect or atmosphere, they can identify how the elements are used in a particular way
4. When listening to music, have a wider range of knowledge & experience of music from various times & cultures

Expectations of our Year 5 Musicians

By the end of Year 5 our young musicians are developing into *evaluators* and demonstrated they can use effectively a range of musical skills and techniques and more technical subject vocabulary to:

1. Sing in a way that reflects the genre, lyric & mood of the music
2. Work in teams or as a whole class to produce compositions with more than 2 instrumental parts

Expectations of our Year 6 Musicians

By the end of Year 6 our young musicians will have become secure *evaluators* and demonstrated they can use effectively a range of musical skills and techniques and more technical subject vocabulary to:

1. Play a counter rhythm in time with the common beat
2. Compose music that shows basic development within a simple structure & that illustrates an intended mood or atmosphere eg AB or AABB showing a

<p>3. Evaluate the effectiveness of a piece of music with regard to its intended effect, venue, occasion & purpose, using some appropriate vocabulary</p>	<p>contrasting section of about 8 bars length with each section having a unique/difference within the elements</p> <p>3. Analyse music, including music from around the world, historic music from the great composers, & popular music with some accuracy showing basic skills in identifying changes related to the elements of music; duration, pitch, dynamics, tempo, texture, timbre & structure; including the use of silence</p>
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<p>Expectations of our Year 1 Artists & Designers</p> <p>By the end of Year 1 our young artists & designers are developing as <i>gatherers</i> & demonstrated beginning to use a range of simple art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & simple subject vocabulary to:</p> <ol style="list-style-type: none"> 1. Describe a piece of artwork created & describe the techniques used to create it. 	<p>Expectations of our Year 2 Artists & Designers</p> <p>By the end of Year 2 our young artists & designers will have become secure <i>gatherers</i> & demonstrated they can use effectively a range of simple art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & simple subject vocabulary to:</p> <ol style="list-style-type: none"> 1. Describe a piece of artwork created & describe the techniques used to create it.
<p>Expectations of our Year 3 Artists & Designers</p> <p>By the end of Year 3 our young artists & designers are developing as <i>explainers</i> & demonstrated they can use a range of art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & subject vocabulary to:</p> <ol style="list-style-type: none"> 1. Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved. 2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about 	<p>Expectations of our Year 4 Artists & Designers</p> <p>By the end of Year 4 our young artists & designers will have become secure <i>explainers</i> & demonstrated they can use effectively a range of art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & subject vocabulary to:</p> <ol style="list-style-type: none"> 1. Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved. 2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about
<p>Expectations of our Year 5 Artists & Designers</p> <p>By the end of Year 5 our young artists & designers are developing as <i>evaluators</i> & demonstrated they can use a range of art & design g techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & more technical subject vocabulary to:</p> <ol style="list-style-type: none"> 1. Evaluate & critique a piece of artwork created & evaluate the techniques used & decisions made in its creation. 	<p>Expectations of our Year 6 Artists & Designers</p> <p>By the end of Year 6 our young artists & designers will have become secure <i>evaluators</i> & demonstrated they can use effectively a range of art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & more technical subject vocabulary to:</p> <ol style="list-style-type: none"> 1. Evaluate & critique a piece of artwork created & evaluate the techniques used

2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about
3. Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life

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 3. Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life

Expectations of our Year 1 Linguists

By the end of Year 1 our young linguists are developing into *gatherers* by demonstrating an understanding of listening to and speaking basic French:

1. Follow key instructions eg Silence, Asseyez vous
2. Speak using basic greetings eg Bonjour and Merci

Expectations of our Year 2 Linguists

By the end of Year 2 our young linguists are secure *gatherers* by demonstrating increasing understanding of listening to and speaking basic French:

1. Speak using more basic greetings eg Au revoir
2. Recall, understand and can say at least 4 colour and 4 fruits

Expectations of our Year 3 Linguists

By the end of Year 3 our young linguists are developing into *explainers* by demonstrating increasing ability to listen and speak basic French and beginning to write simple sentences in French:

1. Write a simple sentence describing the colour of something eg Elmer est bleu et rouge
2. Demonstrate an understanding of a wider range of instructions eg Regardez, Ecoutez, Venez ici

Expectations of our Year 4 Linguists

By the end of Year 4 our young linguists are secure *explainers* by demonstrating increasing ability to listen and speak basic French and writing simple sentences in French in a wider range of contexts:

1. Write sentences describing animals using a quantifier (très) and wider range of adjectives eg Le singe est rigolo, le lion est très féroce
2. Demonstrate an understanding of the vocabulary relating to family members by responding to questions and/or writing about their family.

Expectations of our Year 5 Linguists

By the end of Year 5 our young linguists are developing into *evaluators* by demonstrating increasing ability to listen and speak French and write more complex sentences in French:

1. Write sentences using correct grammar rules relating to adjectives eg Mars est une petite planète rouge
2. Apply what they have learnt when creating a timetable / sentences relating to hobbies they take part in

Expectations of our Year 6 Linguists

By the end of Year 6 our young linguists are secure *evaluators* by demonstrating increasing ability to listen and speak French and write more complex sentences in French in a wider range of contexts:

1. Write sentences on a familiar topic which uses mais (but) and the negative eg A Appledore il y a un café et une église mais il n'y a pas de hôpital
2. Apply earlier learnt grammar rules when creating more complex sentences eg when describing their home or an imagined home

Expectations of our Year 1 Scientists

By the end of Year 1 our young scientists are developing into *gatherers* and demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- plants, health and growth, properties of materials, sound and seasonal changes and light

Expectations of our Year 2 Scientists

By the end of Year 2 our young scientists are secure *gatherers* and demonstrate age appropriate scientific knowledge and scientific working having by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, changing materials, force and movement, season changes and electricity

Expectations of our Year 3 Scientists

By the end of Year 3 our young scientists are developing into *explainers* and demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- plants, animals including humans, rocks, forces and magnets, and light

Expectations of our Year 4 Scientists

By the end of Year 4 our young scientists are secure *explainers* demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, states of matter, sound and electricity

Expectations of our Year 5 Scientists

By the end of Year 5 our young scientists are developing into *evaluators* and demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, properties and changes of materials, forces and space,

Expectations of our Year 6 Scientists

By the end of Year 6 our young scientists have become secure *evaluators* demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, evolution and inheritance, light and electricity

Expectations of our Year 1 Athletes

By the end of Year 1 our young athletes are developing into *gatherers* & beginning to demonstrate they can be physically active for sustained periods of time while learning to:

1. Children recognise how important it is to stay hydrated and can describe all the health benefits of drinking water
2. Master basic movements including running, jumping, throwing and catching

Expectations of our Year 2 Athletes

By the end of Year 2 our young athletes will have become secure *gatherers* & demonstrated they can be physically active for sustained periods of time while learning to:

1. Children recognise that to stay healthy they need an adequate and varied diet and can identify different food groups
2. Master basic movements including running, jumping, throwing and catching, develop balance, agility and co-ordination, and begin to apply these in a range of

3. Develop balance, agility and co-ordination
4. Participate in team games
5. Perform dances using simple movement patterns
6. Describe their activities

- activities
3. Participate in team games, developing simple tactics for attacking and defending.
 4. Perform dances using simple movement patterns
 5. Describe their activities

Expectations of our Year 3 Athletes

By the end of Year 3 our young athletes are developing into *explainers* & beginning to demonstrate they can support their health and fitness by becoming physically confident, developing an understanding of how to improve and to:

1. Children to demonstrate an understanding of how to improve their level of fitness and to explain what happens to our bodies when we exercise
2. Learn rules and tactics for competitive games taught in their year group
3. Swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue
4. Run, jump, throw and catch in isolation
5. Play competitive games
6. Develop flexibility, strength, technique, control and balance
7. Perform dances using a range of movement patterns
8. Explain choices made in their performance

Expectations of our Year 4 Athletes

By the end of Year 4 our young athletes will have become secure *explainers* & demonstrated they can support their health and fitness by becoming physically confident, developing an understanding of how to improve and to:

1. Children to demonstrate an understanding of the different food groups and explain the impact they have on our bodies and digestive system
2. Learn rules and tactics for competitive games taught in their year group
3. Swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue
4. Run, jump, throw and catch in isolation and in combination
5. Play competitive games and apply basic principles suitable for attacking and defending
6. Develop flexibility, strength, technique, control and balance
7. Perform dances using a range of movement patterns
8. Explain choices made in their performance

Expectations of our Year 5 Athletes

By the end of Year 5 our young athletes are developing into *evaluators* & beginning to demonstrate they can compete, while exhibiting the importance of respect and fairness and will be able to recognise and evaluate their own success to:

1. Children to understand the importance of developing healthy sleeping patterns and the positive impact of a good night's sleep
2. Learn rules and tactics for competitive games taught in their year group.
3. Run, jump, throw and catch in isolation and in combination
4. Play competitive games and apply basic principles suitable for attacking and defending
5. Develop flexibility, strength, technique, control and balance
6. Perform dances using a range of movement patterns
7. Critique their/others performance and compare with previous performance
8. Take part in outdoor and adventurous activity challenges individually

Expectations of our Year 6 Athletes

By the end of Year 6 our young athletes will have become secure *evaluators* & demonstrated they can compete, while exhibiting the importance of respect and fairness and will be able to recognise and evaluate their own success to:

1. Children to take ownership of their own health & fitness by making reasoned judgements about how much/often they should exercise, what they should be eating/ drinking and what their sleeping habits should be.
2. Learn rules and tactics for competitive games taught in their year group.
3. Run, jump, throw and catch in isolation and in combination
4. Play competitive games and apply basic principles suitable for attacking and defending
5. Develop flexibility, strength, technique, control and balance
6. Perform dances using a range of movement patterns
7. Critique their/others performance and compare with previous performance
8. Take part in outdoor and adventurous activity challenges individually and within

Expectations of our Year 1 students learning about what people believe:

By the end of Year 1, our students are developing into *gatherers* by demonstrating an understanding of what people believe and the difference this makes to how they live:

Linked to Christianity:

1. Simply retell the story of the Lost Son and recognise that there is a link with the Christian idea of God as a forgiving Father.
2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg Christians forgive others and say thank you and sorry to God)
3. Think, talk and ask questions about whether the ideas they have been studying, and have something to say to them.

Linked to Judaism:

1. Give examples of how stories show what people believe (eg how the Shabbat weekly celebration reminds Jews about what God is like)
2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg how Jews celebrate Shabbat, Sukkot)
3. Think, talk and ask questions about whether the ideas they have been studying, and have something to say to them (eg is it good to remember the past as Jews do during their celebration?)

Expectations of our Year 2 students learning about what people believe:

By the end of Year 1, our students are secure *gatherers* by demonstrating an understanding of what people believe and the difference this makes to how they live:

Linked to Christianity:

1. Identify core beliefs and concepts studied and give a simple description of what they mean (eg recall the account of Jesus' birth and/or story of Matthew the Tax Collector)
2. Give examples of ways in which believers put their beliefs into practice (eg by giving to charity and saying sorry 1.4)
3. Give a good reason for the views they have and the connections they make (eg give reasons for why people like to belong to a community 1.8)

Linked to Islam:

1. Describe how stories show what people believe (eg stories of the prophet showing what Muslims believe about Muhammad)
2. Give examples of ways in which believers put their beliefs into practice (eg putting beliefs about prayer into action/how Muslims treat the Qur'an).
3. Think, talk and ask questions about whether the ideas they have been studying, have something to say to them (eg talk about what might be good about Muslim's routine of praying and their need for self-control)

Expectations of our Year 3 students learning about what people believe:

By the end of Year 3 our students are developing into *explainers* by demonstrating an understanding of what people believe and can explain the difference this makes to how they live:

Linked to Christianity:

1. Explain the core beliefs and concepts studied (Genesis 1 story as the beginning of the Bible's Big Story (2.1))
2. Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg how people try to make the world a better place 2.12 / promises God has made and promises made at a wedding ceremony 2.2)
3. Raise important questions and suggest answers about how far the beliefs and practices

Expectations of our Year 4 students learning about what people believe:

By the end of Year 4 our students are secure *explainers* by demonstrating an understanding of what people believe and can explain the difference this makes to how they live:

Linked to Christianity:

1. Explain the core beliefs and concepts studied (eg during Holy Week – Christian belief that Jesus came to rescue or save people 2.5)
2. Explain how people show their beliefs in how they worship and in the way they live (eg beliefs about God the Trinity in baptism and prayer 2.3)
3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg Christians calling the

studied might make a difference to how pupils think and live (eg the importance of love in the Bible 2.4)

Linked to Hinduism:

1. Explain the core beliefs and concepts studied (eg explain how Hindu deities help Hindus describe God)
2. Explain how people show their beliefs in how they worship and in the way they live (eg puja in the home)
3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg whether it is good to think about the cycle of create, preserve, destroy)

day Jesus dies Good Friday 2.5)

Linked to Islam:

1. Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg how the Five Pillars guide a Muslim's life)
2. Explain how people show their beliefs in how they worship and in the way they live (eg zakah)
3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the value of self-control)

Expectations of our Year 5 students learning about what people believe:

By the end of Year 5 our students are developing into *evaluators* by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief:

Linked to Christianity:

1. Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg different types of text 2.1)
2. Make clear connections and reach conclusions about what people believe and how they live, individually and in communities (eg through how Cathedrals are designed 2.1)
3. Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg how the teachings of God might make a difference today 2.1)

Linked to Hinduism:

1. Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg story of man in the well)
2. Using evidence and examples, reach conclusions why people put their beliefs into practice in different ways, (eg in different communities, denominations or cultures Ghandi, Athavale)
3. Consider and make judgements about ideas studied while learning about Hinduism and relate these ideas to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Expectations of our Year 6 students learning about what people believe:

By the end of Year 6 our students are secure *evaluators* by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief:

Linked to Christianity:

1. Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg Genesis 1)
2. Make clear connections and reach conclusions about what people believe and how they live, individually and in communities (eg Christians' actions during Holy Week)
3. Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg Genesis 1 / idea of sacrifice 2.5/ Life gets Hard).

Linked to Judaism:

1. Give meanings for texts/sources of authority studied and reach conclusions about these ideas with ways in which believers interpret texts/sources of authority (eg what texts say about God)
2. Make clear connections between what people believe and how they live, individually and in communities (eg treatment of the Torah)
3. Consider and make judgements about ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. (eg tradition, ritual, worship in their lives)

Expectations of our Year 1 Historians

By the end of Year 1 and using a range of (primary and secondary) historical sources, our young historians are developing into *gatherers* and demonstrate developing understanding of the differences between the past and present and how we know what happened in the past to:

1. Use a wide vocabulary of everyday historical terms
2. Recognise and identify where the people and events they study fit within a chronological (sequential) framework linked to their own experience, e.g. relative to great grandparents, parents etc.
3. Recognise that things change with the passing of time within their own experience.

Expectations of our Year 2 Historians

By the end of year 2 and using a range of (primary and secondary) historical sources, our young historians have become secure *gatherers* and demonstrate an understanding of the differences between the past and present and how we know what happened in the past to:

1. Use a wide vocabulary of everyday historical terms
2. Ask and answer questions, selecting and using parts of stories and other sources to show that they know and understand key features of events.
3. Recognise and identify where the people and events they study fit within a chronological framework that is beyond their own experiences
4. Identify, compare and contrast ways of life in different periods

Expectations of our Year 3 Historians

By the end of Year 3 and using a range of (primary and secondary) historical sources, our young historians are developing into *explainers* and demonstrate developing understanding of how and why we research the past and how to explain its impact on the present.

1. Begin to select appropriate language from a range of historical vocabulary in verbal and written work.
2. Begin to suggest lines of enquiry based on artefacts or historical events.
3. Recall and sequence significant periods in British history, identifying BC and AD eras.
4. Begin to create (synthesise) and respond to historical questions about change, cause, similarity and difference.
5. Begin to recognise some connections, differences and patterns over time and explain why they may exist.

Expectations of our Year 4 Historians

By the end of Year 4 and using a range of (primary and secondary) historical sources, our young historians have become secure *explainers* and demonstrate an understanding of how and why we research the past and explain how it has impacted the present.

1. Select appropriate language from a range of historical vocabulary in verbal and written demonstrate a developing understanding of how and why we research the past and beginning to explain how it has impacted the present.
2. Suggest lines of enquiry based on artefacts or historical events.
3. Recall and sequence time periods studied, demonstrating understanding of BC and AD eras.
4. Create (synthesise) and respond to questions about change, cause, similarity and difference
5. Recognise some connections, differences and patterns over time and explain why they may exist.

Expectations of our Year 5 Historians

By the end of Year 5 and using a range of (primary and secondary) historical sources, our young historians are developing into *evaluators* and demonstrate developing understanding of evaluating how the past impacted the people who lived in the past as well as future generations.

1. Begin to demonstrate an understanding of the appropriate use of historical terms in verbal and written work.

Expectations of our Year 6 Historians

By the end of Year 6 and using a range of (primary and secondary) historical sources and by the end of Year 6, our young historians have become secure *evaluators* and demonstrate an understanding of and how to evaluate how the past impacted the people who lived in the past as well as future generations.

1. Consistently demonstrate an understanding of the appropriate use of historical terms in verbal and written work.

2. Begin to respond to and sometimes create historical questions about change, cause, similarity and difference and significance.
3. Recall and sequence periods studied on a world history timeline.
4. Begin to identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.
5. Begin to evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.

2. Respond to and sometimes create historical questions about change, cause, similarity and difference and significance.
3. Demonstrate an understanding of and sequence significant historical events and periods studied fit on a world history timeline.
4. Identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.
5. Evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.

Expectations of our Year 1 Geographers

By the end of Year 1 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into *gatherers* and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to begin to understand about the environment around us and the impact of the people who live there.

1. Begin to use world maps and globes to identify the United Kingdom and its countries
2. Begin to recognise simple compass directions (N,S,E,W) & locational and directional language [eg near and far; left & right], to describe the location of features and routes on a map
3. Begin to describe the location of features and routes on a map
4. Compare personal geography to someone else's, identifying features that are similar and different.

Expectations of our Year 2 Geographers

By the end of Year 2 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *gatherers* and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to understand about the environment around us and the impact of the people who live there.

1. Use world maps, atlases and globes to identify the United Kingdom and recall the names of its countries, as well as the countries, continents and oceans studied, eg India and Africa (linked to animals)
2. Recognise simple compass directions (N, S, E & West) and locational and directional language [eg, near and far; left and right].
3. Describe the location of features and routes on a map
4. Use simple fieldwork and observational skills to compare the geography of the key human and physical features of Appledore and Indian village.

Expectations of our Year 3 Geographers

By the end of Year 3 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing in to *explainers* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and explain how and why we have can have an impact on the changing world around us.

1. Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries.
2. Recognise the four points of a compass and use them to identify locations and give directions
3. Demonstrate understanding 2-figure grid references to identify locations and give

Expectations of our Year 4 Geographers

By the end of Year 4 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *explainers* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and explain how and why we have can have an impact on the changing world around us.

1. Use maps, atlases, globes and digital/computer mapping to identify continents and countries.
2. Identify the position of the equator, hemispheres and tropics.
3. Begin to demonstrate understanding of 4-figure grid references to identify locations and give directions

direction

4. Recognise symbols and key to build knowledge of places in the UK and around the world by identifying locations and key features (human and physical)
5. Begin to be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences

4. Recognise symbols and key (including use of OS Survey maps) to build knowledge of places in the UK by identifying locations and key features (human and physical)
5. Be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences

Expectations of our Year 5 Geographers

By the end of Year 5 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into *evaluators* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and evaluate the impact of human and environmental factors on the changing world around us.

1. Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and begin to describe features studied
2. Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area
3. Demonstrate understanding of four and begin to use six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of the local area.
4. Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.
5. Compare two different locations, looking at their human and physical features and begin to reach informed conclusions as to how and why they are different.

Expectations of our Year 6 Geographers

By the end of Year 6 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *evaluators* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and evaluate the impact of human and environmental factors on the changing world around us.

1. Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied
2. Demonstrate understanding of the eight points of a compass to compare locations and apply this to give directions using maps of locations studied as well as on a global scale.
3. Demonstrate understanding of four and six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of areas studied in the UK (OS maps) and in other countries (atlases).
4. Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.
5. Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.