# Bewsey Lodge PrIMARY sCHOOL

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| **Year 5** | **Working towards** | **Working at** | **Working beyond** |
| **Rainforest adventure** | I need more support when using maps. I know that the climate in the rainforest is different to Warrington/UK and I have an understanding of the impact of the equator on this. Using a word bank, I can use some geographical language appropriately in my writing when comparing Warrington to the rainforest and I can explain (with some support) some of the impact that deforestation/conservation has on our world/rainforest. | I can locate the UK and I can use a map to locate the 7 continents and can name/locate some of the countries of South America and their capitals. Using geographical language, I can talk about some human and physical features of the rainforest and compare them to Warrington/UK. I have a good understanding of weather and climate and can explain, with support, what a biome is. In my writing I show I understand many of the issues relating to deforestation and conservation. | I work more independently and can confidently use maps to locate the UK, the 7 continents and many of their countries and capitals. I am confident when using geographical language and often draw upon language from other areas/reading – I can use this to describe many similarities and differences between the rainforest and Warrington. I am secure in my knowledge of weather/climate/biome and am beginning to make effective arguments about deforestation and conservation. |
| **Beside the seaside** | I need more support. I am familiar with climate and weather but don’t fully understand the difference between them. I can talk about some of the common human and physical features of coastal environments and have a basic understanding of how water/waves can shape the land. I rely mostly on word banks but can use them appropriately sometimes in my writing . | I have a good understanding of the difference between weather and climate and can explain the impact these have on tourism. I can locate UK counties, cities and coastal places and can identify common human and physical features in them (coastal). I can use geographical language to explain my understanding of the coastal environment and how water/waves can shape them. | I work more independently. I am confident when using geographical language and often draw upon language from other areas/reading – I can use this to demonstrate my understanding of human/physical features of a coastal town, impact of tourism, the changing coastline and I can use more challenging vocabulary when explaining the impact water/waves can have in shaping land. |
| **Orienteering and maps skills**  **(To be assessed as part of Geography/Science week).** | I need more support with all of my map work but have had experience of working with a range of maps. I understand that the UK is split into counties and I know the name of my county – I can possible name a couple of others. I have looked at 6 figure grid reference but I am happier using 2 or 4 figure grid reference. | I can use aerial photographs to find my location and other key landmarks in my locality. I can use a range of maps, including globes and digital mapping, to study my locality and understand the counties of the UK – I can name some of the counties. I am more confident in using 8 points of the compass and can use 6 figure grid references with some support. | I work more independently when using different maps, including globes and digital and can confident use 6 figure grid references. I can use information from maps and geographical language to give detailed descriptions of places I am studying, including my locality and where that is in comparison to other counties in the UK e.g. Cheshire is south of Cumbria but north of Sussex. I can name most counties. |