

Upper KS2 Assessment Ladders

Year 5 and 6 Key Learning – Physical and Human Geography of Greece Autumn Cycle B	Lesson	Assessment
I know :		
The key aspects of the physical geography of Greece	1,2	
The key aspects of the human geography of Greece	1,3	
The key features of Mount Olympus	2	
I can :		
Locate the majority of the countries of Europe	1	
Locate some of the cities and features on a map of Greece	1	
Interpret and use thematic maps		
Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied	1	
Begin to understand the differences between maps	1	
Choose the most appropriate map / globe for a specific purpose	1	
Use 8 cardinal points	1	
Start to use 6 figure coordinates	1	
Interpret data collected and communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length	1-3	
Use more precise geographical language relating to the physical and human features	1-3	
Greater Depth - Ask and answer questions that are more causal e.g Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?	1-3	

Year 5 and 6 Key Learning – Fair trade Spring Cycle B	Lesson	Assessment
I know :		
The counties and main cities of the United Kingdom	1	
The distribution of natural resources	1	
How global trade works	4	
The primary, secondary and tertiary links in the supply chain	5	
The key features of Fairtrade.	6	
What intensive farming is and how it relates to organic and free- range farming.	7	
I can :		
Interpret and use thematic maps	1	
Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied	1-6	
Begin to understand the differences between maps	1-6	
Choose the most appropriate map / globe for a specific purpose	1-6	
Use 8 cardinal points	1-6	
Use 6 figure coordinates	1-6	
Read and compare map scales	1-6	
Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length	1-6	

Use more precise geographical language relating to physical and human features	1-6	
Identify and explain increasing complex geographical features, changes, patterns, relationships and ideas	1-6	
Greater depth – Ask and answer questions that are more causal e.g Why is it happening in that place ? Could it happen here ? What happened in the past to cause that ? How is it likely to change in the	1-6	

Year 5 and 6 Key Learning – Local Geography – Preston Docklands Cycle B	Lesson	Assessment
I know :		
The position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Greenwich meridian and time zones (including night and day)	1	
The counties and cities on a map of the United Kingdom	1	
The main physical and human features of the Docklands and begin to understand how these have changed over time	3,4,5	
The similarities and differences between Preston and the Preston Docklands .	5	
I can :		
Interpret and use thematic maps	4	
Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied	1	
Begin to understand the differences between maps	1-6	
Choose the most appropriate map / globe for a specific purpose	1-6	
Use 8 cardinal points	1,2,3	
Use 6 figure coordinates	1	
Read and compare map scales	1-6	
Identify a wider range of OS symbols and describe and interpret relief features on OS maps	2,3	
Observe, measure and record human and physical features using a range of methods including sketch maps , cameras and other digital technologies	2,3	
Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length	1-6	
Use more precise geographical language relating to the physical and human concepts	1-6	
Make predictions, ask and answer question that are more causal e.g Why is that happening in that place? Could it happen here? what happened in the past to cause that ? How is it likely to change in the future? Greater Depth – Children use the causal questioning confidently	1-6	