

Assessment Criteria – Geography

Reception

<p>Locational Knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> name the town they live in and talk about different places mentioned in stories, information books or their own holidays/visits 	<p>Place Knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> listen to stories and information about different places, responding with appropriate comments, questions or actions talk about where they live and name some key human features of the school environment
<p>Geographical Skills and Fieldwork</p> <p>Children:</p> <ul style="list-style-type: none"> collect and record their own observations through visits within the local area and use of the school grounds comment on what photographs, maps, visits and visitors tell them about the world around them 	<p>Human and Physical Geography</p> <p>Children:</p> <ul style="list-style-type: none"> name/discuss key human or physical features in their small world play create their own environments through their own pictures and small world experiences express their own thoughts/opinions about their environment

Year 1

<p>Locational Knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> use a map to name the 4 countries that make up the UK and locate them use an atlas locate the UK 	<p>Place Knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> explain the difference between a capital city and a city talk about the similarities and differences between New York and Manchester
<p>Geographical Skills and Fieldwork</p> <p>Children:</p> <ul style="list-style-type: none"> name and use the 4 compass points name key features on a map or plan create a picture map of their local area or journey to school explain the difference between a map and a plan draw pictures and create captions/sentences about features within the school grounds 	<p>Human and Physical Geography</p> <p>Children:</p> <ul style="list-style-type: none"> give a simple explanation of what the equator and poles are name different places that are hot or cold

Year 2

<p>Locational Knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> use a map to name parts of the UK, the 7 continents and five oceans 	<p>Place Knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> talk about the similarities and differences between the UK and Australia
<p>Geographical Skills and Fieldwork</p> <p>Children:</p> <ul style="list-style-type: none"> name and use the 4 compass points orientate a map and draw a simple route follow a route around the school grounds explain the difference between an aerial photograph and a plan explain what a key is and identify symbols on a map draw their own simple maps 	<p>Human and Physical Geography</p> <p>Children:</p> <ul style="list-style-type: none"> talk about weather patterns in the UK decide if a feature is human or physical and explain why

Year 3

Locational knowledge

Children:

- name and locate counties and cities of the United Kingdom
- identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- understand how some of these aspects have changed over time

Place knowledge

Children:

- identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Geographical skills and fieldwork

Children:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass
- use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

Human and physical geography

Children:

- describe and understand key aspects of climate zones within areas studied
- describe and understand types of settlement/land use
- understand economic activity including trade links food, minerals and water

Year 4

Locational knowledge

Children:

- locate the world's countries, using maps to focus on Europe (including Russia)
- talk about different European countries referring to key physical and human characteristics, including naming major cities

Place knowledge

Children:

- describe geographical similarities and differences of a region in a European country,

Human and physical geography

Children:

- describe physical features across the European countries
- describe the physical geography within Rainforests including: climate zones/biomes and vegetation belts,
- explain how the water cycle works
- know how rivers are formed including naming some rivers in local area/UK/Europe
- talk about human geography in a region of Europe, referring to types of settlement and land use, economic activity including trade links,
- talk about the human impact upon Rainforests – including use of natural resources, deforestation and mining for minerals.

Geographical skills and fieldwork

Children:

- use various maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features
- they identify the Tropics and the equator regions and link this to where rainforests are found
- use symbols and key to build their knowledge of the wider world

Year 5

<p>Locational knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> • use maps to locate the world's countries and major cities studied • talk about different countries referring to key physical and human characteristics, including key topographical features • identify the position of latitude, longitude, Equator, N/S Hemispheres, the Tropics, Arctic/Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Place knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> • describe geographical similarities and differences between the UK and Japan
<p>Human and physical geography</p> <p>Children:</p> <ul style="list-style-type: none"> • describe the physical geography across Japan including climate zones/biomes and vegetation belts, • describe the physical features of Arctic regions including climate zones/biomes and vegetation belts, • describe volcanoes and earthquakes - name active volcanoes from around the world and identify earthquake regions • identify, talk about and compare types of settlements, across the UK and Japan • describe the human geography of Japan • compare land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals in the UK and Japan 	<p>Geographical skills and fieldwork</p> <p>Children:</p> <ul style="list-style-type: none"> ▪ use various maps, atlases, globes and digital/computer mapping to locate countries and describe their physical and human features ▪ use symbols and key to build their knowledge of the wider world ▪ able to use observations and measurements in the local area and record their findings in sketch maps, plans and graphs.

Year 6

<p>Locational knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> • use maps to locate the world's countries and major cities studied • talk about different countries referring to key physical and human characteristics, including key topographical features 	<p>Place knowledge</p> <p>Children:</p> <ul style="list-style-type: none"> • describe geographical similarities and differences between the UK and those in North America
<p>Human and physical geography</p> <p>Children:</p> <ul style="list-style-type: none"> • describe the physical geography across Mexico • describe the physical features of N. America including climate zones, biomes and vegetation belts, • describe the difference between a mountain and hill and name some of the major mountain ranges found across the world. • identify, talk about and compare different types of physical features • describe the human geography of Mexico • compare land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals found in N. America and Mexico 	<p>Geographical skills and fieldwork</p> <p>Children:</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe their physical and human features ▪ use symbols and key to build their knowledge of places and the wider world ▪ use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world