

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In Geography

		MONTH BANDS	
		Understanding the World – People, Culture and Communities	Understanding the World – The Natural World
RECEPTION	3 and 4 year olds		•
	Reception		• To look closely at similarities, differences, patterns and change.
	Early Learning Goals (ELG)	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Year 1- Geography

Unit			
	Locational/ place Knowledge	Physical Geography Human Geography	Geographical skills and Fieldwork (Disciplinary Knowledge)
Where do, and did, the wheels on the bus go?	Can children name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas? Can children name some of the main towns and cities in the United Kingdom?	Can children use basic geographical vocabulary to refer to key human and physical features such as :town, village, factory, farm, house, office, shop, church, house, river, vegetation, valley, hill, city? Can children use maps, atlases and globes to identify the UK and its countries? Can children use aerial photographs to recognise landmarks and basic human and physical features? Can children describe a locality using words and pictures? Can children tell someone their address?	Can children use simple fieldwork skills to study the key and physical features of the surrounding area? Can children think of a few relevant questions to ask about a locality?
Where do leaves go in Winter?		Can children identify and explain seasonal and daily weather patterns in the UK? Can children use basic geographical vocabulary to refer to key physical features including: weather and seasons? Can children explain why they would wear different clothes at different times of the year?	Can children answer questions about the weather? Can children keep a weather chart? Can children answer questions using a weather chart? Can children make plausible predictions about what the weather may be like later in the day or tomorrow?
Why can't a meerkat live in the North Pole?		Can children point out where the equator, North Pole and South Pole are on a globe or atlas? Can children identify hot and cold areas of the world? Can children explain the main geographical features of a hot and cold place? Can children tell some facts about the people who live in hot and cold places?	
Ongoing		Can children use maps, globes and atlases to identify the countries, oceans, seas and continents studied in this year group? (UK, surrounding seas, North and South pole, Equator, some hot and cold countries)	Can children answer some questions using different resources, such as books, the internet and atlases?

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Year 2- Geography

Unit			
	Locational and place knowledge	Human and Physical geography	Geographical skills and fieldwork (Disciplinary Knowledge)
What would Oleg and the Minions find exciting about our town?	Can children find where they live on a map of the UK?	Can children use basic geographical vocabulary to refer to key physical features: town, village, factory, farm, house, office? Can children explain what makes a locality special?(Bury) Can children describe some places which are not near the school? Can children find the longest and shortest route using a map?	Can children use simple compass directions (NSEW) and locational directional language (near, far, left, right)? Can children describe the location of features and routes on a map? (Bury, our school) Can children plan perspectives, devise a simple map and use and construct basic symbols in a key? Can children use simple field work and observational skills to study their geography of the school and its grounds and surrounding areas (key human and physical features)? Can children label an aerial photograph using some geographical features?
Where would you prefer to live? England or Africa?	Can children name and locate the worlds 7 continents and 5 oceans and find them on an atlas? Can children name the major cities of England, Wales, Scotland and Ireland? Can children locate some of the world's major rivers and mountain ranges? Can children understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting Non- European country?	Can children use basic geographical vocabulary to refer to key human features in Africa including: Mountain, ocean, forest, river, valley, soil vegetation? Can children describe a place outside of Europe using geographical words? (Kenya) Can children explain how the weather affects different people? Can children use a map, photographs, film or a plan to describe an African country (Kenya)?	Can children make plausible predictions about what the weather may be like in different parts of the world?
Why do we love to be beside the seaside?		Can children use basic geographical vocabulary to refer to key human features of the seaside, including: port and harbour? Can children use basic geographical vocabulary to refer to key physical features of the seaside, including: Beach, cliff, coast, sea?	Can children compare their locality and a seaside locality?
Ongoing		Can children use maps, globes and atlases to identify the countries, oceans, seas, oceans and continents studied in this year group?(UK and surrounding seas, all continents, some countries in Africa, 5 oceans)	Can children find out about a locality by using different sources of evidence? Can children find out about a locality by asking some relevant questions?

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Year 3-Geography

Unit			
	Locational and place knowledge	Human and physical Geography	Geographical skills and fieldwork (Disciplinary Knowledge)
Why do so many people go to the Mediterranean for their holiday?	<p>Can children name and locate countries in Europe including Russia.</p> <p>Can children name and locate the capital cities of neighbouring European countries? (Mediterranean)</p> <p>Can children name the two largest seas around Europe?</p>	<p>Can children locate the Mediterranean and explain why it is a popular holiday destination?</p> <p>Can children explain how the lives of people living in the Mediterranean would be different from their own?</p> <p>Can children describe key aspects of climate zones and biomes and environmental regions in the Mediterranean?</p> <p>Can children describe and understand aspects of human geography such as food in the Mediterranean?</p> <p>Can children understand geographical similarities and differences between Mediterranean countries and the UK?</p>	<p>Can children identify key geographical features Europe by using a map?</p>
Has Greece always been in the news?	<p>Can children identify key physical and human features of a country?(Greece)</p> <p>Can children locate European countries using maps?</p>	<p>Can children confidently describe physical features in a locality? (Greece)</p> <p>Can children explain why a locality has certain physical features?(Greece)</p> <p>Can children confidently describe human features in a locality?(Greece)</p> <p>Can children explain why a place is like it is?(Greece)</p> <p>Can children describe and understand key aspects of human geography including types of settlements and land use in Greece?</p>	<p>Do children use correct geographical words to describe a Greece and the things that happen there?</p> <p>Can children identify key geographical features of Greece by using a map?</p>
What makes the Earth angry?	<p>Can children name a number of countries in the Northern Hemisphere and Southern Hemisphere?</p> <p>Can children locate and name some of the world's most famous volcanoes and mountains?</p>	<p>Can children describe how volcanoes are created?</p> <p>Can children describe how earthquakes are created?</p> <p>Can children describe how volcanoes have an impact on people's lives?</p> <p>Can children explain how people's lives vary due to weather?</p>	<p>Can children use correct geographical words to describe a place and the events that happen there? (case study volcanoes, tsunamis and earthquakes)</p>
ongoing	<p>Are children aware of different weather in different parts of the world, especially Europe?</p>		<p>Can children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe)</p> <p>Can children recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p>

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Year 4-Geography

	Geography Curriculum Objectives		
	Locational and place knowledge	Human and physical Geography	Geographical skills and fieldwork (Disciplinary Knowledge)
Why is the Mersey so important to Liverpool?	<ul style="list-style-type: none"> Can children explain why Liverpool is situated where it is? Can children locate major rivers in Europe and their neighbouring cities using maps? Can children name and locate some cities in the UK? Can children name and locate physical features in the UK-rivers and coasts? 	<ul style="list-style-type: none"> Can children describe and understand key aspects of physical geography in Liverpool including rivers? Can children describe and understand key aspects of human geography in Liverpool including economic activity and trade links and distribution of natural resources such as energy, food, minerals and water? Can children identify how physical and human features and use of land in Liverpool has changed over time? Can children explain why the Mersey is important for the lives of the people who live there now and lived there some time ago? 	<ul style="list-style-type: none"> Can children use field work to observe, measure and record and present the human and physical features of Liverpool using range of methods such as: sketch maps, plans, digital technologies?
Why is Manchester such a cool place to live?	<ul style="list-style-type: none"> Can children name up to six cities in the UK and locate them on a map? Can children name some of the main towns and cities in Yorkshire and Lancashire? 	<ul style="list-style-type: none"> Can children describe the main human features of Manchester? Can children describe the main physical features of Manchester? Can children use appropriate symbols to represent different physical features on a map? Can children identify human and physical features/ land use patterns in Manchester and how this has changed over time? 	<ul style="list-style-type: none"> Can children label the physical and human features of Manchester on an aerial photograph? Can children present, describe and locate human and physical features of Manchester using maps and other sources?
ongoing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can children use atlases maps, globes and digital/computer mapping to locate cities and describe features?

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Year 5 - Geography

Unit			
	Locational and place knowledge	Human and physical Geography	Geographical skills and fieldwork (Disciplinary Knowledge)
Why is Brazil in the news again?	<ul style="list-style-type: none"> Can children locate using maps North and South America in maps and countries including Canada, USA, Brazil and major South American countries? Can children recognise the climate of Brazil according to its location on a map? 	<ul style="list-style-type: none"> Can children understand geographical similarities and differences between Brazil and the UK? Can children describe and understand key aspects of human geography in Brazil such as food and minerals? Can children explain how a Brazil fits into its wider geographical location; with reference to human and economical features? 	<ul style="list-style-type: none"> Can children map land use in Brazil?
Why should the rainforests be important to us all?	<ul style="list-style-type: none"> Identify human and physical features of South America including mountains? Can children locate North and South America on atlases and maps and their environmental regions? 	<ul style="list-style-type: none"> Can children understand geographical similarities and difference between South America and the UK concentrating on environmental regions? Can children describe and understand key aspects of vegetation belts (rainforest)? Can children explain how a rainforests into its wider geographical location; with reference to human and economical features? Can children explain what a rainforests might be like in the future, taking account of issues impacting on human and physical features? 	
Ongoing			<ul style="list-style-type: none"> Can children use atlases, globes and digital/computer mapping to locate countries and describe features studied. Can children find possible answers to their own geographical questions?

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Year 6 - Geography

Unit			
	Locational and place knowledge	Human and physical Geography	Geographical skills and fieldwork (Disciplinary Knowledge)
I'm a Year 6 pupil can you get me out of here?	<ul style="list-style-type: none"> Can children locate some counties and cities of the UK? Can children identify human and physical features such as hills, and mountains the UK? Can children identify the continents and some countries in each continent ? Can children identify the Arctic and Antarctic circle and know some facts about the climate and land use? Can children name the main lines of latitude and meridian of longitude? Can children explain how the time zones work? Can children identify the Equator, Northern hemisphere, the tropics of Cancer and Capricorn? Can children recognise key symbols used on ordnance survey maps? 	<ul style="list-style-type: none"> Can children describe and understand key aspects of physical geography such as climate zones and biomes? Can children make a sketch map of the local area including land use, human and physical features? Can children describe how some places in the world are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> Can children use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of ordnance survey maps) to build knowledge of the UK and wider world? To use field work to observe , measure, record and present the human and physical features of the local area using a range of methods including sketch maps, graphs and other digital technology? Can children use maps, aerial photos, plans and web resources to describe what a locality might be like?
Will you ever see the water you drink again?	<ul style="list-style-type: none"> Can children identify coasts and main rivers in the UK? Can children identify the main seas and oceans of the world? Can children name and locate the main canals and rivers in the world? 	<ul style="list-style-type: none"> Can children describe and understand key aspects of the water cycle? Can children describe and understand key aspects of human geography including water? Can children explain why some places in the world have a lot of rainfall and others have too little? 	<ul style="list-style-type: none">
ongoing			<ul style="list-style-type: none"> Can children use maps, aerial photographs, globes and digital mapping to locate countries and describe features studied. Can children use maps, aerial photos, plans and web resources to describe what a locality might be like? Can children define geographical questions to guide their research?

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