

# Key Assessment Criteria



## *Being a geographer*

The key assessment criteria for geography have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as geographers.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers.

In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.

# What the National Curriculum requires in geography at KS1

## Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Locational knowledge

## Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Place knowledge

## Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
  - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Human & physical geography

## Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geographical skills & fieldwork

# What the National Curriculum requires in geography at KS2

## Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify 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 day and night)

Locational knowledge

## Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Place knowledge

## Human and physical geography

- Describe and understand key aspects of:
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Human & physical geography

## Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geographical skills & fieldwork

## A Year 1 geographer

- I know the names of the four countries in the United Kingdom and locate them on a map.
- I keep a weather chart and answer questions about the weather.
- I know about some of the main things that are in hot and cold places.
- I know which clothes I would wear in hot and cold places.
- I know how the weather changes throughout the year and name the seasons.
- I point to the equator, North and South Pole on an atlas and globe.
- I know about some of the features of an island.
- I know where I live and tell someone my address.
- I know the four main directions on a compass are North; East, South and West.
- I know what I like and do not like about the place I live.

## A Year 2 geographer

- I name the continents of the world and locate them on a map.
- I name the world's oceans and locate them on a map.
- I name the capital cities of England, Wales, Scotland and Northern Ireland.
- I know what I like and do not like about a place that is different to the one I live in.
- I describe a place outside Europe using geographical words.
- I know how jobs may be different in other locations.
- I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- I know about the facilities that a village, town and city may need and give reasons.
- I use the directional vocabulary: near; far; left; right to explain where a location is.

## A Year 3 geographer

- I know the name of a number of countries in the northern hemisphere.
- I know the capital city of at least six European countries.
- I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map.
- I know whether a country is located in the Southern or Northern hemisphere
- I know why people may be attracted to live in cities.
- I know why people may choose to live in one place rather than another.
- I know about, locate and name some of the world's most famous volcanoes.
- I know about and describe the key aspects of earthquakes.
- I know about and describe the key aspects of volcanoes.

### **A Year 4 geographer**

- I know how to plan a journey from my town/ city to another place in England.
- I know how to find at least six cities in the UK on a map.
- I research to discover features of villages, towns and cities and appreciate the differences.
- I know about, name and locate some of the main islands that surround the United Kingdom.
- I know the areas of origin of the main ethnic groups in the United Kingdom and in our school.
- I know the difference between the British Isles, Great Britain and the United Kingdom.

### **A Year 5 geographer**

- I know, name and locate the capital cities of neighbouring European countries.
- I know the countries that make up the European Union.
- I know about, name and locate many of the world's most famous mountainous regions.
- I know why most cities are situated by rivers.
- I know about the course of a river.
- I name and locate many of the world's most famous rivers.
- I know why ports are important and the role they play in distributing goods around the world.

### **A Year 6 geographer**

- I know how to use an atlas by using the index to find places.
- I know how to use some basic Ordnance Survey map symbols.
- I know how to use Ordnance Survey symbols and six-figure grid references.
- I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
- I know why some places are similar and dissimilar in relation to their human and physical features.
- I know how time zones work and calculate time differences around the world.
- I name the largest deserts in the world and locate desert regions in an atlas.