

Geography Assessment

Pillar	Concept	EYFS	KS1	LKS2	UKS2
Develop the pupils as Geographic enquirers	Geographical enquiry		Generally, some pertinent geographical questions are asked and answered.	Developing a range of geographical questions are asked and answered accurately.	A good range of good geographical questions are asked and answered.
Develop an understand of local, national and international geography			<p>Have a growing knowledge of the countries of the United Kingdom and the Countries and oceans of the world.</p> <p>The 4 countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristics and features.</p> <p>The world continents and oceans are named accurately and there is some application of this knowledge when describing places.</p>	<p>Know the names of countries and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.</p> <p>Be able to identify the river's journey from its source to its mouth.</p>	<p>There is a good knowledge of the countries of the United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world.</p> <p>Have a good awareness of Countries of North and South America and a growing depth of understanding of a particular location.</p> <p>Have a growing understanding of, and some good descriptions of the significance of geographical features and zones.</p> <p>Have a growing understanding of various links between geographical</p>

				regions which are described well.
Develop the use of geographical sources		<p>Use seasonal and daily weather patterns and generally observe to describe with some detail. They have a growing ability to describe hot and cold areas of the world in relation to the equator, North and South Pole.</p> <p>Use simple maps that include keys and simple grid references are created in a number of contexts.</p> <p>Discuss patterns of land use and describe using geographical language.</p>	<p>Has a good level of application of a growing range of terminology to describe geographical patterns.</p> <p>When reminded of the known ways to describe position and direction, a good range of terminology, reference points including the United Kingdom and the world is used.</p>	<p>Use a number of interesting and pertinent observations about various representations of locations are developed and explored.</p> <p>There is a growing understanding of some of the key physical and human geographical zones with some good examples given.</p> <p>With increasing independence and application of terminology, knowledge of the world is well described.</p> <p>Through investigation, patterns are identified and depicted on maps.</p>
Develop fieldwork skills	Enjoys playing with small world reconstructions building on first hand experiences.	A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school and generally described well using some geographical vocabulary.	<p>Demonstrate a growing range of fieldwork techniques chosen and applied when investigating the local area.</p> <p>To develop a range of geographical questions</p>	Undertake different types of fieldwork that is suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.

		<p>Use compass directions accurately and use locational language to describe places.</p>	<p>asked and answered accurately.</p> <p>Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.</p> <p>Resources are chosen in order to investigate and describe the characteristics of a place.</p>	<p>Use a growing range of statistics and other information selected and uses to draw some conclusions about locations.</p> <p>Have a growing awareness that many physical features affect human activity and a variety of good examples are given.</p>
To make comparisons and contrasts	<p>To 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</p>	<p>Share some good comparisons using geographical vocabulary used when contracting localities.</p> <p>Demonstrating a growing repertoire of geographical vocabulary is selected to describe places.</p>	<p>Know a growing number of European countries and their characteristic features identifies comparing and contracting using geographical vocabulary.</p> <p>Geographical language is selected to describe change to the locality of school over time.</p> <p>Criteria is chosen from a list to help describe the similarities and differences between Countries.</p> <p>When reminded of the range of known geographical vocabulary,</p>	<p>There is a good awareness of a wide variety of places and features of the world and describe how features have changed over time. Similarities and differences are discussed.</p> <p>There is a growing understanding of some of the similarities and differences with some good examples provided.</p> <p>Have a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes.</p>

			descriptions include a good level of description.	Have a growing understanding of the range of geographical diversities that exist and some good examples are given.
Place	Children will explore the natural world around them, making observations and drawing pictures of plants and animals	<p>Children will be able to draw comparisons on their locality to other local places such as where their house, school, local parks, woodland, beach etc. are in relation to each other and will use simple reasoning to give explanation.</p> <p>Children will understand jobs and what jobs are in the local area.</p> <p>Children will know simple human and physical features of a locality (beach, forest, hill, shops).</p>	<p>Children will investigate places beyond their locality and have developed a wider knowledge of places in the UK and the World - what are they like, what makes up the place, human and physical features.</p> <p>Children will know some globally significant human and physical features.</p> <p>Compare patterns and processes using observations and maps to compare.</p>	<p>Children will understand the global significance of human and physical features.</p> <p>Children will make detailed comparisons between places and understand why features/ places change.</p>
Space	Children will notice detailed features of objects in their environments	<p>Children will have simple locational knowledge.</p> <p>Children will have knowledge of their locality such as where their house, school, local parks, woodland, beach etc. are and that this makes up their</p>	<p>Children will understand what jobs / industries are in our local area and why. They will understand what forms a community.</p> <p>Children will investigate transport links and understand how jobs and</p>	<p>Children will have an understanding of the economy and the use of the physical spaces through mapping out the zones of a location.</p> <p>Children will give detailed reasoning and comparisons</p>

		<p>locality.</p> <p>They will form simple conclusions as to why space is used as it is.</p>	<p>the economy are affected by these.</p> <p>Children will understand that what is in the place impacts how we use the space.</p>	<p>about how a place is used, including population.</p> <p>They will understand the impact of significant things in the news and the effect this has on space.</p>
Environment	Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	<p>Children will identify the physical features within the immediate area.</p> <p>Children will understand the environment needed for farming and food industry.</p> <p>They will understand what is meant by push and pull factors and what this means to an area.</p> <p>Children will have a simple understanding of culture.</p>	<p>Children will have a deeper understanding of push and pull to the area and the impact this has.</p> <p>They will understand how environments change over time.</p> <p>Children will be able to identify the different parts of the water cycle and understand how they connect.</p> <p>Children will have a deeper understanding of culture.</p>	<p>Children will investigate erosion and hazards on the environment</p> <p>They will understand the relevance of significant events in the news e.g. lockdown, plastic pollution</p> <p>Children will partake in reasoning and debating looking at protecting the environment.</p>
Interconnection		Children will form simple connections between people and places and places and places. For example farm, food and distribution.	Children will develop an understanding of the interconnection between the environmental and human processes and the effect that this can have.	Children will develop an understanding of the impact of environmental and human processes on places and what we can do about them, both positive and negative.

Scale	Children will comment and ask questions about aspects of their familiar world such as the place where they live or the natural world	Children will understand their place within their locality. For example house/street/village/town which is part of Suffolk, East Anglia and UK	Children will understand their place within the world. For example country/region/country/continent.	Children will understand how local events have global impact and global events have local impact .
Sustainability	Children will understand why we need to show care and concern for living things of the environment	Children will understand what we and other living creatures need to support our lives and what is around us to do this.	Children will gain a simple understanding of sustainability. They will understand how environments support our and living creatures lives? Children will gain a simple understanding of human and physical impact on sustainability.	Children will gain an understanding of sustainable and unsustainable ways of life. They will understand and form an opinion of their role in a sustainable future. Children will know about renewable energy sources and their impact.
Change	Children will develop an understanding of growth, decay and changes over time.	Children will understand that a place can change over time. Children will understand how a place has changed over time. They will gain a simple understanding of why changes are caused. For example by looking at two maps of different ages; looking at what is different	Children will understand that environmental change can be short or long term and can be impacted by human activity. Physical, environmental and human changes.	Children will understand that environmental, social, economic and technological change affects places differently. They will understand how current change can be used to predict the future and identify what would be needed to achieve a preferred and more sustainable future.

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