

Kingsbury Green Primary School

Geography Assessment Objectives

Key Area	Curriculum Aims	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>A) Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>B) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>C) Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>D) Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>E) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Pupils can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> - I can locate England on a map - I can locate Scotland on a map - I can locate Wales on a map - I can locate Northern Ireland on a map - I can name and locate the capital city of England - I can name and locate the capital city of Scotland - I can name and locate the capital city of Wales - I can name and locate the capital city of Northern Ireland - I can locate the Celtic Sea on a map - I can locate the Irish Sea on a map - I can locate the North Sea on a map 	<p>Pupils can name and locate the world's seven continents and five oceans.</p> <ul style="list-style-type: none"> - I can locate Asia on a map - I can locate Europe on a map - I can locate North America on a map - I can locate South America on a map - I can locate Africa on a map - I can locate Antarctica on a map - I can locate Australia on a map - I can locate the Arctic Ocean on a map - I can locate the Atlantic Ocean on a map - I can locate the Indian Ocean on a map - I can locate the Pacific Ocean on a map - I can locate the Southern Ocean on a map 	<p>Pupils can locate and name the continents on a World Map.</p> <ul style="list-style-type: none"> - I can locate Asia on a map - I can locate Europe on a map - I can locate North America on a map - I can locate South America on a map - I can locate Africa on a map - I can locate Antarctica on a map - I can locate Australia on a map <p>Pupils can locate the main countries of Europe</p> <ul style="list-style-type: none"> - I can locate France on a map - I can locate Italy on a map - I can locate Germany on a map - I can locate Holland on a map - I can locate Portugal on a map - I can locate Spain on a map - I can locate Sweden on a map - I can locate Romania on a map - I can locate Poland on a map <p>Pupils can identify capital cities of Europe.</p> <ul style="list-style-type: none"> - I can locate Paris on a map - I can locate Rome on a map - I can locate Berlin on a map - I can locate Amsterdam on a map - I can locate Lisbon on a map - I can locate Madrid on a map - I can locate Warsaw on a map - I can locate Stockholm on a map - I can locate Bucharest on a map - I can locate Athens on a map <p>Pupils can locate and name the countries making up the British Isles, with their capital cities.</p> <ul style="list-style-type: none"> - I can locate England on a map - I can locate Scotland on a map - I can locate Wales on a map - I can locate Northern Ireland on a map - I can name and locate the capital city of England - I can name and locate the capital city of Scotland - I can name and locate the capital city of Wales - I can name and locate the capital city of Northern Ireland <p>Pupils can identify longest rivers in the world, largest deserts, highest mountains.</p> <ul style="list-style-type: none"> - I can locate the River Nile on a map - I can locate the Amazon River on a map - I can locate the Yellow River on a map - I can locate the Antarctic desert on a map - I can locate the Arctic desert on a map 	<p>Pupils can locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <ul style="list-style-type: none"> - I can locate Brazil on a world map - I can locate Rio de Janeiro on a map of Brazil - I can locate Sao Paulo on a map of Brazil - I can locate Brasilia on a map of Brazil <p>Pupils can locate areas of similar environmental regions, either desert, rainforest or temperate regions on a world map.</p> <ul style="list-style-type: none"> - I can locate desert areas on a world map - I can locate rainforest areas on a world map - I can locate temperate areas on a world map - I can recognise contour lines show the height or slope of the land <p>Pupils can locate and name the main countries and cities in/around Greater London.</p> <ul style="list-style-type: none"> - I can locate London on a map of Great Britain - I can locate Newcastle on a map of Great Britain - I can locate Birmingham on a map of Great Britain - I can locate Liverpool on a map of Great Britain - I can locate Leeds on a map of Great Britain - I can locate Edinburgh on a map of Great Britain - I can locate Glasgow on a map of Great Britain 	<p>Pupils can locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <ul style="list-style-type: none"> - I can locate Brazil on a world map - I can locate Argentina on a world map - I can locate Columbia on a world map - I can locate Peru on a world map - I can locate Canada on a world map - I can locate the United States of America on a world map - I can locate Cuba on world map - I can locate Jamaica on a world map <p>Pupils can compare 2 different regions in UK rural/urban.</p> <ul style="list-style-type: none"> - I can compare human and physical features of the region I have studied to my local area <p>Pupils can locate and name the main countries and cities in England.</p> <ul style="list-style-type: none"> - I can locate London on a map of Great Britain - I can locate Newcastle on a map of Great Britain - I can locate Birmingham on a map of Great Britain - I can locate Liverpool on a map of Great Britain - I can locate Leeds on a map of Great Britain - I can locate Edinburgh on a map of Great Britain - I can locate Glasgow on a map of Great Britain - I can locate Greater London on a map of Great Britain - I can locate the West Midlands on a map of Great Britain - I can locate Greater Manchester on a map of Great Britain - I can locate Essex on a map of Great Britain - I can locate Kent on a map of Great Britain <p>Pupils can make links with History, compare land use maps of UK from past with the present, focusing on land use.</p> <ul style="list-style-type: none"> - I can identify similarities and differences in land use comparing two maps from different time periods 	<p>Pupils can locate the main countries in Africa, Asia and Australasia/Oceania on a world map.</p> <ul style="list-style-type: none"> - I can locate Algeria on a map of Africa - I can locate Democratic Republic of Congo on a map of Africa - I can locate Sudan on a map of Africa - I can locate Ethiopia on a map of Africa - I can locate South Africa on a map of Africa - I can locate China on a map of Asia - I can locate Russia on a map of Asia - I can locate India on a map of Asia - I can locate Pakistan on a map of Asia - I can locate Australia on a world map - I can locate New Zealand on a world map <p>Pupils can, map how land use has changed in local area over time.</p> <ul style="list-style-type: none"> - I can identify similarities and differences in land use comparing two maps from different time periods <p>Pupils can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <ul style="list-style-type: none"> - I can name and locate the coast on a map in the area studied - I can identify features developed in areas of erosion in the area studied - I can name and identify hills in the area studied - I can name and identify mountains in the area studied - I can name and identify rivers in the area studied - I can identify how any of the above features have changed over time in the area studied.

				<p>- I can locate the Sahara desert on a map - I can locate Mount Everest on a map Compare with UK. - I can locate the River Thames on a map of the UK - I can locate the River Severn on a map of the UK - I can locate Ben Nevis on a map</p> <p>Pupils can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. - I can locate the equator on a map - I can locate the Northern Hemisphere on a map - I can locate the Southern Hemisphere on a map - I can locate the Tropic of Cancer on a map - I can locate the Tropic of Capricorn on a map</p>			
Place Knowledge	<p>A) Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>B) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>C) Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>D) Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>E) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Pupils 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.</p> <p>- I can identify human features in my local area - I can identify physical features in my local area - I can find similarities between two areas studied - I can find differences between two areas studied</p>	<p>Pupils 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</p> <p>- I can identify human features in my local area - I can identify physical features in my local area - I can find similarities between two areas studied - I can identify human features in the area studied - I can identify physical features in the area studied - I can find similarities between two areas studied - I can find differences between two areas studied</p>	<p>Pupils can compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.</p> <p>- I can identify human features in the area studied - I can identify physical features in the area studied - I can find similarities between two areas studied - I can find differences between two areas studied</p> <p>- I have studied an area in Europe - I can compare the area studied to my local area - I can state differences in the human features of the area studied and my local area - I can state differences in the physical features of the area studied and my local area</p>	<p>Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America.</p> <p>- I have studied a region in South America - I can compare the area studied to my local area - I can state differences in the human features of the area studied and my local area - I can state differences in the physical features of the area studied and my local area</p>	<p>Pupils understand geographical similarities and differences through a study of human and physical geography with a contrasting region in the UK</p> <p>- I have studied a contrasting area in the UK - I can compare the area studied to my local area - I can state differences in the human features of the area studied and my local area - I can state differences in the physical features of the area studied and my local area</p> <p>Pupils understand some of the reasons for similarities and differences.</p> <p>- I can explain why there are differences in the human features in the area studied and my local area - I can explain why there are differences in the physical features in the area studied and my local area</p>	<p>Pupils can compare a region in UK with a region in Europe.</p> <p>- I have studied a contrasting area in Europe - I can say what is the same about the region I have studied and my local area - I can say what is different about the region I have studied and my local area - I can state differences in the human features of the area studied and my local area - I can state differences in the physical features of the area studied and my local area</p>
Human and Physical Geography	<p>A) Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>B) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>C) Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>D) Interpret a range of sources of geographical information, including maps, diagrams, globes,</p>	<p>Pupils can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>- I can name the typical weather pattern in Winter - I can name the typical weather pattern in Spring - I can name the typical weather pattern in Summer - I can name the typical weather pattern in Autumn</p> <p>Pupils can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>- I can locate the equator on a map - I can locate the North Pole on a map - I can locate the South Pole on a map</p> <p>Pupils can use basic geographical</p>	<p>Pupils can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>- I can locate the equator on a map - I can locate the North Pole on a map - I can locate the South Pole on a map</p> <p>Pupils use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Pupils can describe and understand key aspects of: Physical geography including Volcanoes and earthquakes</p> <p>- I can describe the processes which give rise to volcanoes. - I can explain the processes that give rise to Volcanoes</p> <p>Human Geography: Types of settlements in modern Britain: villages, towns, cities.</p> <p>- I can describe key features of a city - I can describe key features of a town - I can describe key features of a village</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Pupils can describe and understand key aspects of: Physical geography, including: rivers and the water cycle and vegetation belts (link to work on Rainforest)</p> <p>- I can describe the processes which give rise to rivers - I can explain the processes that give rise to rivers - I can explain the process of the water cycle</p> <p>Human Geography: Types of settlements in modern Britain: villages, towns, cities.</p> <p>- I can describe key features of a city - I can describe key features of a town - I can describe key features of a village</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>- I can recognise when resources are fairly distributed - I can recognise when resources are not fairly distributed</p>	<p>Pupils can describe and understand key aspects of: Physical geography including coasts.</p> <p>- I can describe the processes which alter the coastline - I can explain the processes that alter the coastline</p> <p>Human geography including trade between UK and Europe and the rest of the world</p> <p>- I can explain how the River Thames is used to trade</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>- I can recognise when resources are fairly distributed - I can recognise when resources are not fairly distributed</p>	<p>Pupils can explain the distribution of natural resources focussing on energy</p> <p>- I can name the five biomes (tundra, grassland, forest, aquatic and desert) - I can relate the presence of each biome to the availability of energy</p> <p>Pupils can describe and understand key aspects of: Human geography including trade between UK and Europe and the rest of the world</p> <p>- I can explain how Britain trades with France</p>

	<p>aerial photographs and Geographical Information Systems (GIS)</p> <p>E) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: forest, hill, mountain, soil, valley, vegetation,. - key human features, including: city, town, village, factory, farm, house, office. <p>- I can name physical features - I can name human features - I can use key topic vocabulary</p>	<ul style="list-style-type: none"> - I can name physical features - I can name human features - I can use key topic vocabulary 		<ul style="list-style-type: none"> - I can recognise when resources are fairly distributed - I can recognise when resources are not fairly distributed 		
<p>Geographical Skills and Field work</p>	<p>A) Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>B) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>C) Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>D) Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>E) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Pupils can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>- I can locate the United Kingdom on a world map/atlas/globe - I can locate England on a map/atlas/globe - I can locate Scotland on a map/atlas/globe - I can locate Wales on a map/atlas/globe - I can locate Northern Ireland on a map/atlas/globe</p> <p>Pupils can 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.</p> <p>- I can identify the main landmarks in my school - I can name a human feature in the local area - I can name a physical feature in the local area</p>	<p>Pupils can 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.</p> <p>- I can recognise human features using an aerial photograph - I can recognise physical features using an aerial photograph - I can make my own map - I can use symbols on my map - I can explain what the symbols on my map mean using a key</p> <p>Pupils can 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.</p> <p>- I can locate North on a map - I can locate South on a map - I can locate East on a map - I can locate West on a map - I can give directions using North/South/East/West</p>	<p>Pupils can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>- I can recognise human features using an aerial photograph - I can recognise physical features using an aerial photograph - I can use a map/globe/atlas/GIS to locate my local area - I can explain what an area is like using a map</p> <p>Pupils learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>- I can locate North on a map - I can locate South on a map - I can locate East on a map - I can locate West on a map</p> <p>- I can locate North West on a map - I can locate South West on a map I can locate South East on a map</p> <p>- I can give a two figure grid reference for a landmark</p> <p>- I can recognise the following features on an Ordnance Survey map: motorway, railway, parking, walks/trails, vegetation, water, mud, sand</p> <p>Pupils can use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>- I can make a map of a short route with features in correct order. - I can make a map of small area with features in correct places. - I can use the zoom function on a GIS to locate places. - I can use the zoom function on a GIS to explore places at different scales.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>- I can recognise human features using an aerial photograph - I can recognise physical features using an aerial photograph - I can use a map/globe/atlas/GIS to locate my local area - I can explain what an area is like using a map</p> <p>Pupils learn the eight points of a compass, four-figure grid references.</p> <p>- I can locate North on a map - I can locate South on a map - I can locate East on a map - I can locate West on a map - I can locate North East on a map - I can locate South West on a map I can locate South East on a map</p> <p>- I can give a four figure grid reference for a landmark</p> <p>some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>- I can recognise the following features on an Ordnance Survey map: motorway, railway, parking, walks/trails, vegetation, water, mud, sand</p> <p>Pupils can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>- I can make a map of a short route with features in correct order. - I can make a map of small area with features in correct places. - I can give maps a key with standard symbols. - I can use some Ordnance Survey style symbols</p> <p>- I can use the zoom function on a GIS to locate places. - I can use the zoom function on a GIS to explore places at different scales. - I can highlight an area on a map using GIS and measure it using the Area Measurement Tool</p>	<p>Pupils can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>- I can use index and contents page of atlas. - I can follow a route on 1:50 000 Ordnance Survey map - I can align a map with a route</p> <p>- I can recognise the following features on an Ordnance Survey map: lighthouse, windmill/wind turbine, campsite, castle/fort, telephone, information point, country park</p> <p>Pupils can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>- I can use maps to research factual information about locations and features - I can use a range of viewpoints up to satellite. - I can use a scale bar on all maps - I can use models and maps to talk about contours and slope. - I can use a linear scale to measure rivers.</p> <p>Pupils can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>- I can make a map of a short route with features in correct order. - I can make a map of small area with features in correct places. - I can give maps a key with standard symbols. - I can use some Ordnance Survey style symbols</p> <p>- I can make sketch maps of an area using symbols and key. - I can describe height and slope using maps, fieldwork and photographs.</p>	<p>Pupils can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>- I can use index and contents page of atlas. - I can follow a route on 1:50 000 Ordnance Survey map - I can align a map with a route</p> <p>- I can recognise the following features on an Ordnance Survey map: lighthouse, windmill/wind turbine, campsite, castle/fort, telephone, information point, country park</p> <p>Pupils can extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>- I can use maps to research factual information about locations and features - I can use a range of viewpoints up to satellite. - I can use a scale bar on all maps - I can use models and maps to talk about contours and slope. - I can use a linear scale to measure rivers.</p> <p>- I can use six figure grid references to locate landmarks - I can use latitude and longitude in an atlas or globe</p> <p>Pupils can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>- I can make sketch maps of an area using symbols and key. - I can describe height and slope using maps, fieldwork and photographs.</p>

