

Geography Assessment – Gawber Primary School

EYFS 	Working towards	Expected	Greater depth
Locational Knowledge	- Children recognise a world map as ‘the world’ - Children know that England is a country.	- Children recognise a world map and a globe as ‘the world’ - Children can name and locate one of the four countries of the United Kingdom - Children know that England is a country and Barnsley is a town.	- Children can name some other countries other than England. - Children know that England is a country and Barnsley is a town and Gawber is a village. - Children can name and locate two of the four countries of the United Kingdom - Children can name one of the four capital cities of the United Kingdom
Place Knowledge	Children have studied England and in a non-European country and recognise these as places.	- Children know that Antarctica is a cold country - Children can talk about the weather in their own country - Children can talk about how the weather is different in a hot country	- Children have studied England and in a non-European country and are able to identify at least one similarity and difference - Children have studied England and in a non-European country and are able to identify at least one similarity and difference in physical geography
Human and Physical Geography	- Children can name at least 1 of the seasons - Children know the difference between hot and cold weather	- Children can name the seasons - Children can locate a small number of hot and cold areas of the world - Children can use a few basic geographical words to refer to human features - Children can use a few basic geographical words to refer to physical features	- Children are beginning to identify seasonal patterns - Children can locate hot and cold areas of the world in relation to the Equator and North or South Poles - Children are beginning to use basic geographical vocabulary to refer to human features - Children are beginning to use basic geographical vocabulary to refer to physical features
Geographical Skills and Fieldwork	- Children are beginning to use simple maps to identify studied regions - Children use some terminology to discuss how far/ near a place may be in relation to them.	- Children are beginning to use maps and globes to identify studied regions more confidently and can use at least one confidently - Children use terminology to discuss how far/ near a place may be in relation to them.	- Children are beginning to use maps, atlases and globes to identify studied regions - Children can use simple compass directions with increasing accuracy - Children are beginning to recognise landmarks - Children are beginning to devise a simple map

Geography Assessment – Gawber Primary School

Year 1 	Working towards	Expected	Greater depth
Locational Knowledge	- Children can name and locate one of the seven continents of the world - Children can locate oceans - Children can name and locate one of the four countries of the United Kingdom	- Children can name and locate two of the seven continents of the world - Children can name and locate one of the five oceans of the world - Children can name and locate two of the four countries of the United Kingdom - Children can name one of the four capital cities of the United Kingdom	- Children can name and locate three of the seven continents of the world - Children can name and locate two of the five oceans of the world - Children can name and locate three of the four countries of the United Kingdom - Children can name two of the four capital cities of the United Kingdom
Place Knowledge	Children have studied a small area in the U.K and in a non-European country	- Children have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography - Children have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography	- Children have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography - Children have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography
Human and Physical Geography	- Children can name the seasons - Children can locate a small number of hot and cold areas of the world in relation to the Equator or North and South Poles - Children can use a few basic geographical words to refer to human features - Children can use a few basic geographical words to refer to physical features	- Children are beginning to identify seasonal patterns - Children can locate hot and cold areas of the world in relation to the Equator and North or South Poles - Children are beginning to use basic geographical vocabulary to refer to human features - Children are beginning to use basic geographical vocabulary to refer to physical features	- Children can identify seasonal patterns - Children can locate hot and cold areas of the world in relation to the Equator and North or South Poles - Children are beginning to use basic geographical vocabulary to refer to human features - Children are beginning to use basic geographical vocabulary to refer to physical features
Geographical Skills and Fieldwork	- Children are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently - Children can use some simple compass directions with increasing accuracy - are beginning to recognise landmarks - Children are beginning to devise a simple map	- Children are beginning to use maps, atlases and globes to identify studied regions - Children can use north and south accurately or east and west accurately - Children can recognise landmarks - Children can devise a simple map Children	- Children are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately - Children can use simple compass directions with increasing accuracy - Children are recognising landmarks with increased accuracy - Children are beginning to devise a simple map

Geography Assessment – Gawber Primary School

Year 2 	Working towards	Expected	Greater depth
Locational Knowledge	- Children can name and locate four of the seven continents of the world - Children can name and locate three of the five oceans of the world - Children can name and locate the four countries of the United Kingdom - Children can name three of the four capital cities of the United Kingdom	- Children can name and locate five of the seven continents of the world - Children can name and locate four of the five oceans of the world - Children can name and locate the four countries of the United Kingdom - Children can name the four capital cities of the United Kingdom	- Children can name and locate the seven continents of the world - Children can name and locate the five oceans of the world - Children can name and locate the four countries of the United Kingdom - Children can name the four capital cities of the United Kingdom
Place Knowledge	- Children have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography - Children have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography	- Children have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography - Children have studied a small area in the U.K and in a non-European country and are able to identify some similarities and differences in physical geography	- Children have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography - Children have studied a small area in the U.K and in a non-European country and are able to identify many similarities and differences in physical geography
Human and Physical Geography	- Children can identify seasonal patterns - Children can locate a small number of hot and cold areas of the world in relation to the Equator and North and South Poles - Children can use basic geographical vocabulary to refer to human features - Children can use basic geographical vocabulary to refer to physical features	- Children can identify seasonal patterns and are beginning to identify daily weather patterns - Children are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles - Children can use a range of basic geographical vocabulary to refer to human features - Children can use a range of basic geographical vocabulary to refer to physical features	- Children can identify seasonal and daily weather patterns - Children can locate hot and cold areas of the world in relation to the Equator and North and South Poles - Children can use a wide range of basic geographical vocabulary to refer to human features - Children can use a wide range of basic geographical vocabulary to refer to physical features
Geographical Skills and Fieldwork	- Children are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently - Children can use simple compass directions with increasing accuracy - Children can recognise landmarks - Children can devise a simple map	- Children can use maps, atlases and globes with increasing confidence to identify studied regions - Children can use 4 simple compass directions - Children can recognise landmarks - Children can devise a simple map and are beginning to include a key	- Children can use maps, atlases and globes confidently to identify studied regions - Children can use 8 compass directions confidently - Children can recognise landmarks - Children can devise a simple map with basic symbols in a key

Geography Assessment – Gawber Primary School

Year 3 	Working towards	Expected	Greater depth
Locational Knowledge	- Children are beginning to locate countries in Europe, North and South America on a map - Children are beginning to locate cities of the United Kingdom - Children can identify the position of Equator, Northern Hemisphere and Southern Hemisphere	- Children are becoming more confident locating countries in Europe, North and South America on a map - Children are becoming more confident locating cities of the United Kingdom - Children can identify the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	- Children can, with increasing accuracy, locate countries in Europe, North and South America on a map - Children can, with increasing accuracy, locate cities of the United Kingdom - Children can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
Place Knowledge	- Children have studied a small area in the U.K and in a non-European country and are able to identify some similarities and differences in human geography - Children have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography - Children can name a few renewable energy sources in the local area. - I know that my local area has changed over time.	- Children have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography - Children have studied a small area in the U.K and in a non-European country and are beginning to understand some similarities and differences in physical geography - Children can name some renewable energy sources in the local area. - I know how my local area has changed over time.	- Children have studied a small area in the U.K and in a non-European country and are able to understand many similarities and differences in human geography - Children have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography - Children can name many renewable energy sources in the local area. - I can discuss the human and physical factors that caused my area to change over time and the advantages and disadvantages of these.
Human and Physical Geography	- Children are beginning to describe a few aspects of physical geography - Children are beginning to describe a few aspects of human geography	- Children are beginning to describe some aspects of physical geography - Children are beginning to describe some aspects of human geography	- Children can describe a many aspects of physical geography - Children can describe a many aspects of human geography
Geographical Skills and Fieldwork	- Children use maps, atlases and globes to locate countries and describe features studied with some accuracy - Children are beginning to read maps with symbols and key - Children are beginning to use fieldwork to observe, measure, record	- Children use maps, atlases and globes to locate countries and describe features studied with growing accuracy - Children are becoming increasingly accurate with symbols and key - Children are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	- Children use maps, atlases and globes to locate countries and describe features studied with accuracy - Children are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key - Children are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

Geography Assessment – Gawber Primary School

Year 4 	Working towards	Expected	Greater depth
Locational Knowledge	- Children can, with some accuracy, locate countries in Europe, North and South America on a map - Children can, with some accuracy, locate cities of the United Kingdom - Children can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones	- Children can locate countries in Europe, North and South America on a map - Children can locate cities of the United Kingdom - Children can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance	- Children can confidently locate countries in Europe, North and South America on a map - Children can locate cities of the United Kingdom and are beginning to identify counties - Children can identify at least 4 for 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
Place Knowledge	- Children know that the appearance of Barnsley has changed - Children know that coal mining has had an impact on the landscape in Barnsley - Children know what a mountain is - Children know how the earth's plates move - Children know some of the hazards faced when attempting to climb Mount Everest. - Children know what a fossil is. - Children know that water speed affects erosion and deposition - Children know that depth of water changes at different parts of a meander	- Children know that the appearance of Barnsley has changed over time - Children know that coal mining has had an impact on the landscape in Barnsley - Children know what a mountain is so and can begin to justify which mountain is the tallest. - Children know how the earth's plates move and can explain simply how mountains are formed. - Children know the hazards faced when attempting to climb Mount Everest. - Children know how and where fossils form - Children know that water speed (velocity) affects erosion and deposition - Children know that depth and velocity of water changes at different parts of a meander	- Children know how the appearance of Barnsley has changed over time - Children know that coal mining has had an impact on the landscape in Barnsley - Children know what a mountain is so and can justify which mountain is the tallest. - Children know how the earth's plates move and can explain how mountains are formed. - Children know the hazards faced when attempting to climb Mount Everest and can speculate whether Mallory and Irvine reached the summit. - Children know how and where fossils form and can explain why fossils were found at the summit of Mount Everest. - Children know that water speed (velocity) affects erosion and deposition and can use fieldwork techniques to collect data and explain changes along a section of a local river. Children know that depth and velocity of water changes at different parts of a meander and can use fieldwork techniques to collect data and explain changes along a section of a local river.
Human and Physical Geography	- Children can describe some aspects of physical geography - Children can describe some aspects of human geography	- Children can describe aspects of physical geography - Children can describe aspects of human geography	- Children can describe an increased range of aspects of physical geography - Children can describe an increased range of aspects of human geography - Children know the human and physical factors that cause an area to change
Geographical Skills and Fieldwork	- Children are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently - Children are using four figure grid references more accurately and are becoming increasingly accurate with symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies with some support.	- Children are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies with little support.	- Children are confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.

Geography Assessment – Gawber Primary School

Year 5 	Working towards	Expected	Greater depth
Locational Knowledge	- Children can locate some countries of the world on a map - Children are becoming more accurate in locating counties and cities of the United Kingdom - Children can identify at least 4 for 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 - Children are beginning to study aspects of the physical and human geography that have changed over time	- Children are becoming more accurate in locating countries of the world on a map - Children are becoming more accurate in locating counties and cities of the United Kingdom - Children can identify at least 5 for 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 - Children are beginning to identify aspects of the physical and human geography that have changed over time	- Children can, mostly, locate countries of the world on a map - Children can, mostly, locate counties and cities of the United Kingdom - Children can identify most for 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 - Children can identify aspects of the physical and human geography that have changed over time
Place Knowledge	- Children know the current appearance of my village (Gawber). - Children know the impact that coal mining has had on the landscape in Barnsley. - Children know a few features of the Peak District National Parks. - Children know some features of a megacity - Children have limited knowledge of how economic activity influences settlement patterns - Children have some knowledge of who is available to help in the event of a natural disaster	- Children know the current appearance of my village (Gawber) and can make some comparisons to the current appearance of another village (Castleton). - Children know the impact that coal mining has had on the landscape in Barnsley and can make some comparisons to the lead mines in Castleton and their effects on the landscape. - Children know a few features of the Peak District National Parks and explain why tourists (particularly from urban areas) may want to visit them. - Children know the features of a megacity - Children know how economic activity influences settlement patterns - Children know who is available to help in the event of a natural disaster	- Children know the current appearance of my village (Gawber) and can compare this to the current appearance of another village (Castleton). - Children know the impact that coal mining has had on the landscape in Barnsley and can compare this to the lead mines in Castleton and their effects on the landscape. - Children know some features of the Peak District National Parks and explain why tourists (particularly from urban areas) may want to visit them. - Children know the features of a megacity and can explain why New York was one of the first ones. - Children know how economic activity influences settlement patterns and can explain why people still live near volcanoes. - Children know who is available to help in the event of a natural disaster and are able to create a risk assessment for school.
Human and Physical Geography	- Children can describe a some of aspects of physical geography - Children can describe a some of aspects of human geography	- Children can describe and understand some key aspects of physical geography - Children can describe and understand some key aspects of human geography	- Children can describe and understand an increasing variety of key aspects of physical geography - Children can describe and understand an increasing variety of key aspects of human geography
Geographical Skills and Fieldwork	- Children are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	- Children can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies	- Children can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies

Geography Assessment – Gawber Primary School

Year 6 	Working towards	Expected	Greater depth
Locational Knowledge	- Children can, with some support, locate countries of the world on a map - Children can, with some support, locate counties and cities of the United Kingdom - Children can, for the majority, 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 - Children can identify some aspects of the physical and human geography that have changed over time with some support	- Children can, with increasing accuracy, locate countries of the world on a map - Children can, with increasing accuracy, locate counties and cities of the United Kingdom - Children can, for the majority, 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 - Children can identify how aspects of the physical and human geography have changed over time	- Children can confidently locate countries of the world on a map - Children can confidently locate counties and cities of the United Kingdom - Children can 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 - Children can confidently identify how aspects of the physical and human geography have changed over time
Place Knowledge	- Children know the current appearance of their town (Barnsley) - Children know some features of a city and a megacity - Children know what attractions there are in Whitby and can suggest some reasons why tourists from around the world may visit. - Children know what attractions there are in Barnsley - Children know some advantages and disadvantages of living in a city - Children know some geographical features of the Florida peninsula - Children know some ways how Floridians protect themselves during a hurricane - Children know some of the main features of a megacity - Children can explain some of the main cause of population growth - Children know some items that the UK imports from China - Children know some of the items that the UK exports to China	- Children know the current appearance of their town (Barnsley) and can make some comparisons to the current appearance of seaside town (Whitby). - Children know some features of a city and a megacity and can explain why Barnsley and Whitby are classified as towns. - Children know what attractions there are in Whitby and can suggest some reasons why tourists from around the world may visit. - Children know what attractions there are in Barnsley and suggest some reasons why tourists may visit. - Children know some advantages and disadvantages of living in a city and can reach a judgement on which is most significant. - Children know some geographical features of the Florida peninsula and can explain why it is a good place to launch rockets. - Children know how Floridians protect themselves during a hurricane - Children know some of the main features of a megacity and can explain why New York is classed as a mega city but London is not. - Children can explain some of the main cause of population growth and can explain why Leeds is classed as one of the fastest growing cities. - Children know the items that the UK imports from China - Children know some of the items that the UK exports to China	- Children know the current appearance of their town (Barnsley) and can compare this to the current appearance of seaside town (Whitby). - Children know the features of a city and a megacity and can explain why Barnsley and Whitby are classified as towns. - Children know what attractions there are in Whitby and can suggests reasons why tourists from around the world may visit. - Children know what attractions there are in Barnsley and can explain why tourists may visit. - Children know the advantages and disadvantages of living in a city and can reach a judgement on which is most significant. - Children know the geographical features of the Florida peninsula and can explain why it is a good place to launch rockets. - Children know how Floridians protect themselves during a hurricane and can locate the best place for a hurricane shelter in our school grounds. - Children know the main features of a megacity and can explain why New York is classed as a mega city but London is not. - Children can explain the main cause of population growth and can explain why Leeds is classed as one of the fastest growing cities. - Children know the items that the UK imports from China and can explain the advantages and disadvantages of trading internationally. - Children know some of the items that the UK exports to China and can contrast them with the items that they import.
Human and Physical Geography	- Children can describe and understand some key aspects of physical geography - Children can describe and understand some key aspects of human geography	- Children can describe and understand key aspects of physical geography - Children can describe and understand key aspects of human geography	- Children can describe and understand a wide range of key aspects of physical geography - Children can describe and understand a wide range of key aspects of human geography
Geographical Skills and Fieldwork	- Children can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children can use most of the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies	- Children can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) - Children can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies	- Children can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Children can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) - Children can 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