

Assessing Primary Geography

Schools should plan to make and report to parents if they desire a summative judgement about a pupil's knowledge and understanding of geography at the end of each year.

On these occasions teachers should draw upon the intelligence gained from the formative assessment of pupils, which is integral to each enquiry, to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the respective learning goal, exceeded the expectations or has yet to reach the anticipated level.

Each enquiry which forms the programme of learning and teaching in geography sets clear objectives which define the anticipated outcomes for the pupil. The scheme of work also suggests in the 'Assessment' section an extensive range of ways in which the teacher can carry out ongoing assessment to ascertain whether a pupil has achieved these outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. Summative assessments should not be made of individual pieces of work or for that matter of separate enquiries.

At the end of the each year the teacher will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment over the previous three terms to reach an accurate judgment of what they now know, understand and can do. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement considering all of the elements of the learning goals rather than specific parts of it. **Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in geography at the end of each year.**

Year 1 Geography Learning Goal

By the end of Year 1 our children, working as young geographers, will have demonstrated that they can use effectively the range of simple geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

- **Identify, observe, describe, record and locate** on a simple plan some significant physical and human features and land uses of their school grounds and immediate locality;
- **Locate** where they live on a map of the four nations and main cities of the United Kingdom and **locate** the United Kingdom on a map of the countries of Europe;
- **Identify and locate** the seven continents and five oceans of the world on a world wall map and globe;
- **Describe** some of the physical and human features typically seen at the seaside and **suggest reasons** why people enjoy visiting the coast for holidays, both in the past and now, and how they might also take care of the natural environment to be found there;
- **Observe, record and present graphically** the basic elements of the weather at their locality;
- **Describe** and **suggest reasons** for ways in which the weather changes through the seasons and how people and living things in the United Kingdom can be affected by these changes;
- **Identify and locate** hot and cold areas of the world and **suggest reasons** why the weather isn't the same everywhere in the world.

Year 2 Geography Learning Goal

By the end of Year 2 our children working as young geographers will have demonstrated that they can use effectively the range of simple and basic geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:

- **Compare and contrast** the basic physical and human geography, including the weather, of their locality with that of the village of Kampong Ayer in Brunei, Borneo;
- **Suggest reasons** for some of the main similarities and differences in the geography of their locality and Kampong Ayer that they have **observed**;
- **Locate** the United Kingdom and Brunei on a map of the continents and oceans of the world together with the equator, the Prime Meridian (Greenwich Meridian) and the North Pole and South Pole;
- **Describe and compare** the natural environments of Antarctica and North Africa and **identify, describe** and **give reasons** for some of the different ways in which living things, including humans, are adapted to survive in such places;
- **Recognise and describe** how the food they eat is produced on farms, either in the United Kingdom or overseas, why some of their food has to be imported and **give reasons** why it is important to eat a healthy balanced diet.

Year 3 Geography Learning Goal

By the end of Year 3 our children working as young geographers will have demonstrated that they can use effectively the range of appropriate geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:

- **Describe** in simple terms using labelled diagrams what causes an earthquake and how the magnitude of an earthquake is measured;
- **Explain** in basic terms why some earthquakes cause more destruction than others;
- **Recognise** and **give reasons** for why most earthquakes and volcanoes tend to occur at the same locations around the world;
- **Locate** the *Disney Magic Kingdom* theme park on a map of the states and main cities of the United States in the continent of North America and **explain** why it is so popular with visitors from countries around the world;
- **Identify and describe** a number of important physical and human features of Florida other than the *Magic Kingdom* such as the Everglades and the Kennedy Space Centre;
- **Explain** why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them;
- **Recognise** and display graphically how the number of people in the world living in cities is increasing and suggest reasons for why this is occurring;
- **Compare and contrast** in basic terms the main features of cities in different countries around the world identifying some similarities and differences;
- Consider whether the benefits of living in cities outweigh the disadvantages and **explain** their views.

Year 4 Geography Learning Goal

By the end of Year 4 our children working as young geographers will have demonstrated that they can use effectively the range of appropriate geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

- **Identify, describe and explain** using information they have **observed**, recorded and presented graphically and on maps and plans, some of the ways in which places in their local area are changing currently or have changed in the past;
- **Identify, describe and explain** using satellite images and simple GIS some important changes to the environment that they can **observe** occurring in different parts of the world;
- **Recognise, describe and explain** different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school;
- **Compare and contrast** how people in different parts of the world are living more sustainably and helping to conserve their environment;
- **Explain** the difference between weather and climate and **identify and describe** in general terms using climate graphs, the differences in climate to be seen across the United Kingdom and in polar, temperate and tropical regions of the world;
- **Explain** why the jungles of the Amazon and Congo Basins are so wet and humid and yet Arica in South America is the driest place on Earth.

Year 5 Geography Learning Goal

By the end of Year 5 our children working as young geographers will have demonstrated that they can use effectively the range of appropriate and specialised geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:

- **Identify, describe and explain** how the course of a river changes from source to mouth and the importance of rivers as an element in the water cycle and also for wildlife and human activities;
- **Identify, describe and explain** how the River Thames at the Isle of Dogs in London has changed since the time of Henry VIII and **reach a judgement** as to how these changes have affected the local area;
- **Identify and locate** on a world map the main ranges of fold mountains in the world together with areas of high and low ground on a map of the United Kingdom;
- **Reach a judgement** about the challenges faced by people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales;
- **Explain** why reservoirs are often built in mountainous areas of the United Kingdom and **reach judgements and justify their views** as to how water might be used more sustainably at home and at school;
- **Identify and locate** Britain's National Parks on a map of the United Kingdom and **explain** why they are so important and attract millions of visitors every year;
- **Reach and justify a conclusion** as to why National Parks are described as 'Britain's breathing spaces'.

Year 6 Geography Learning Goal

By the end of Year 6 our children working as young geographers will have demonstrated that they can use effectively the range of appropriate and specialised geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

- **Explain** what trade is and why it has been important to countries around the world for thousands of years;
- **Compare and contrast** the United Kingdom's main imports from and exports to China and **reach a judgement** about the relative importance of what we choose to buy and sell as a country;
- **Explain** why trade may not always be fair and **evaluate** the potential benefits to the producer and consumer of people around the world becoming *Fair Trade* farmers;
- Summarise the **similarities and differences and reach a conclusion** about how the physical and human geography of Heimaey in Iceland compares with that of their home area;
- **Evaluate** the benefits and drawbacks of living on an active volcanic island such as Heimaey and **reach a judgement** and **justify their view** as to what people here might best do in the future;
- **Explain** in basic terms the main causes of global warming;
- **Empathise** with the circumstances of people in different parts of the world already impacted by climate change and **evaluate** the ways in which they are adapting to changes in the weather;
- **Explain** what countries around the world have agreed to do to combat the causes of climate change and **reach a judgement** about what they, their families and school might do to contribute.