



Wallsend Jubilee Primary School

Year 1 Assessment: GEOGRAPHY

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Depth
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and its surrounding seas	I can name, locate and identify characteristics of the 4 countries in the UK I can name and locate the capital city in each of the 4 countries I can name the seas that surround the UK	• Can they name a few towns in the north and south of the United Kingdom?
	To name and locate the town and city where I live.	I can name and locate on a map of the UK the town and city that I live in	• Can they draw a locality map of their local area., labelling any important landmarks.
	Talk about the local area, and name and locate key landmarks.	I can talk about my local area, naming and locating, on a simple map, key landmarks	• Can they name different jobs that people living in the area might do?
Place Knowledge	NA		
Human and Physical Geography	To identify seasonal and daily weather patterns in the United Kingdom.	I can identify both seasonal and daily weather patterns in the UK	• Can they make plausible predictions about what the weather may be like later in the day or week?
Geographical Skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries	I can use a world map, an atlas and a globe to identify the UK and it's 4 countries	• Can they recognise a range of natural environments and describe them using a range of key vocabulary?
	Use simple compass directions (North, South, East and West) and locations and directional language (near and far: left and right), to describe the location of features and routes on a map and draw a simple map.	I can use and follow North, East, South and West directions I can use locations and a variety of simple directional language to describe both location, features and routes on a map I can draw a simple map	• Can they plan a United Kingdom tour using a map and a compass? Can they suggest key places to visit?
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the local area. and the key human and physical features of its surrounding environment.	I can use simple fieldwork and observational skills to study the geography of our school, it's grounds and local area I can use simple fieldwork and observational skills to study the key human and physical features of our surrounding environment	• Can they name some of the major cities in the united Kingdom; recognise key landmarks; name major rivers (Thames and Tyne)?
Geographical knowledge and Enquiry	Give opinions about what I like and do not like about the town I live in.	I can give opinions about my likes and dislikes of the town I live in	• Can they discuss other areas of the UK/ countries that they would/ would not like to live in.
	Keep a weather chart and answer questions about the weather.	As a class we can keep a weather chart I can ask and answer questions about a weather chart	• Can they say what they like and don't like about hot and cold countries making reference to the United Kingdom in their answers?
	Identify human environment features in the local area. (Rising Sun)	I can identify human environment features in my local area	• Can they create a locality map, using words, pictures and a supporting key which accurately reflects a chosen place?
	Describe activities that occur in these environments using key vocabulary. For example what would you do at Rising Sun/Town/Park	I can describe activities that can take place in my human environment using key vocabulary	• Can they answer a range of questions about activities in their local area?



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Year 2 Assessment: GEOGRAPHY

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Locational Knowledge	Name and locate the world's seven continents and five oceans	• I can name and locate the worlds seven continents and 5 oceans	• Can they name some countries within the 7 continents?
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country. (Australia)	I understand the human and physical similarities/differences between an area of the UK and a contrasting non European country	• Can they provide reasons for these similarities and differences linked to physical and human factors.
Human and Physical Geography	Identify seasonal and daily weather patterns in the world and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	I can identify seasonal and daily weather patterns in the world I can locate hot and cold areas of the world and their relationship with the Equator/North and South poles	• Can they make weather predications for my local area.
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	I can use maps atlases and globes to identify the UK and it's countries I can use maps, atlases and globes to identify the 7 continents and 5 oceans	• Can they begin to use geographical vocabulary to describe the location of a country in relation to others?
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map; and use and construct basic symbols in a key	I can use aerial photographs and plan perspectives to recognise landmarks and physical/human features I can devise a map and create symbols with a key	• Can they use geographical vocabulary to navigate their peers around a map?
	Describe the key features of a place from a picture using words like: beach, coast, ocean,	I can use key vocabulary to describe a place from a picture	• Can they find similarities and differences between the physical features of two places in a picture?
	Describe the features of an Island	I can describe the features of an island	• Can they draw and label and island with specific features.?
Geographical knowledge and Enquiry	Explain some of the key features that are in hot and cold places.	I can explain the key features of hot/cold places	• Can they begin to discuss the reasons for differing climates with regards to their location?
	Explain the clothes I would wear in hot and cold places .	I can explain the clothes that I would wear in a hot/cold place	• Can they compare and contrast the clothing choices of different cultures and provide reasons for this?
	Recognise a natural environment and describe it using key vocabulary.	I can recognise a natural environment and describe it using key vocabulary	•
	Explain how an area has been spoilt or improved and give my reasons. (Whitley bay)	I can explain how an area has been spoilt or improved and give reasons	• Can they discuss what they can do to improve their local area?
	Explain the facilities that a village, town and city may need and give reasons.	I can explain the facilities that a village, town or city might need and give reasons	• Can they give examples of facilities they have in their town?
	Describe what I like or dislike about a different place- (Australia)	I can describe what I like or dislike about a contrasting non European country	•
	Describe how jobs may differ between two locations (Whitley Bay/Australia)	I can describe how jobs might differ between two contrasting locations	•



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Year 3 Assessment: GEOGRAPHY

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Locational Knowledge	Name and locate counties and cities (at least 6) in 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.	I can name and locate at least 6 counties and cities in the UK I can name geographical regions, their identifying human and physical characteristics and key topographical features I can use land use patterns and describe how land use has changed over time	• Can they contrast differing physical environment using geographical evidence to support their arguments?
	Revisit the four countries of the UK, describe where UK is located and talk about some counties, towns and cities in an atlas.	I can recall the 4 countries of the UK, describe where the UK is located in the world and talk about counties, towns and cities on an atlas	• Can they use the index and grid references to correctly locate UK cities.
	Locate major urban areas and locate some physical environments in the UK, describing location using compass directions (NSEW)	I can locate major urban areas I can locate some physical environments in the UK I can describe location using NSEW	• Can they name typical physical features found in urban and physical environments in the UK.
Place Knowledge	Explain the difference between British Isles, Great Britain and the UK	I can explain the difference between the British Isles, Great Britain and the UK	• Can they explore the identities within these areas, including flags and patron saints?
Human and Physical Geography	Describe and understand key aspects of human geography, including: types of settlement and land use (Stone age) and contrast settlements such as a village and a city.	I can describe and understand key aspects of human settlement and land use I can contrast urban and rural settlements	• Can they use maps to compare settlements past and present.
	Identify and sequence a range of settlement sizes from a village to a city.	I can identify and sequence settlement types from village to a city	
	Describe characteristics of settlements with different functions, eg coastal town	I can describe the differing functions and characteristics of settlements	
	Explain why people may be attracted to live in cities and why they may choose to live in one place and not the other.	I can explain why people may be attracted to live in a city I can give opinions about why someone would prefer to live in one place and not in another	
Geographical Skills and fieldwork	Use maps, atlases and globes to locate countries studied	I can use maps, atlases and globes to locate countries studied	• Can they describe the location of a country using geographical vocabulary, grid references and compass directions?
	Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans	I can use field work to observe, measure, record and present human and physical features I can use methods including sketch maps and plans	• Can they find answers to their own questions?
Geographical knowledge and Enquiry	Recognise that some regions are different from others.	I recognise that some regions are different from others	• Can they use their knowledge of the geographical features of an area to explain the benefits of a particular location of a settlement or region?
	Explain why some regions are different from others.	I can explain why some regions are different to others	
	Recognise features and some activities that occur in different settlements using a range of key vocabulary.	I can use key vocabulary to describe the features and activities that occur in different settlements	
	Recognise the main land uses within urban areas and the key characteristics of rural areas.	I can recognise the main land uses/key characteristics within urban/rural areas	
	Describe and compare similarities and differences between some regions.	I can describe and compare differences between some regions	



Wallsend Jubilee Primary School

Year 4 Assessment: GEOGRAPHY

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Locational Knowledge	Name a number of countries in the Northern Hemisphere.	I can name a number of countries in the northern hemisphere	<ul style="list-style-type: none"> Can they compare and contrast these countries in relation to climate, topography and provide relative explanations for these.
	Locate some countries in Europe using a map and atlas and name the capital cities. I know which countries make up the European Union and why the UK is no longer part of this Union.	I can locate some countries in Europe using a map or atlas. I can name some capital cities in Europe I know which countries make up the European union and why the UK is no longer in the European union	<ul style="list-style-type: none"> Can they compare European countries and cities in terms of population and socio-economic factors.
	Describe European cities using an atlas.	I can describe the position of European cities using an atlas	<ul style="list-style-type: none"> Can they provide directions using appropriate geographical vocabulary to effectively navigate from one country to another on a map.
	Navigate an atlas by using an index	I can navigate an atlas using an index	<ul style="list-style-type: none"> Can they read and under-
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Naples Italy)	I understand the human and physical geographical similarities/differences of a region in the UK and a region in a European city	<ul style="list-style-type: none"> Can they identify both human and physical events that may alter the dynamics of a region of the UK? Eg. Flooding, rural development.
Human and Physical Geography	Describe and understand key aspects of physical geography including volcanoes and the water cycle.	I can describe key aspects of physical geography I understand key aspects of physical geography	<ul style="list-style-type: none"> Can they explain what a place (open to environmental and physical change) might be like in the future taking into account physical features?
	Describe and understand key aspects of human geography, including economic activity including trade links	I can describe key aspects of human geography. I understand key aspects of human geography	<ul style="list-style-type: none"> Can they report on ways in which humans have both improved and damaged the environment?
Geographical Skills and fieldwork	Use maps atlases and globes to locate countries studied	I can use maps, atlases and globes to locate the countries that I have studied	<ul style="list-style-type: none"> Can they evaluate the purpose of different map types eg. Political maps, topographic maps.
	Use the four-figure grid references, symbols and key to build their knowledge of the United Kingdom	I can use a four figure grid reference, symbols and key to build knowledge of the UK	<ul style="list-style-type: none"> Can they apply maths skills (graphs) to explain and effectively reason with peers on how to read grid references?
	Use field work 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	I can use field work to observe, measure, record and present human and physical features in the local area I can use methods including; sketch maps, plans and graphs	<ul style="list-style-type: none"> Can they find answers to their own questions?
Geographical knowledge and Enquiry	Understand how physical processes such as volcanoes erupting can cause hazards to people and describe the advantages and disadvantages of living in these areas.	I understand how physical processes can cause hazards to people I can describe the advantages and disadvantages of living in these areas	<ul style="list-style-type: none"> Can they predict likely future events and the possible implications on the surrounding areas. How can impact be reduced/ managed?



Wallsend Jubilee Primary School

Year 5 Assessment: GEOGRAPHY

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	I can locate some of the worlds countries I can locate European countries and Russia I can locate key physical and human characteristics of counties and major cities	• Can they contrast differing physical environment using geographical evidence to support their arguments?
	Locate cities, countries and regions of Europe on physical and political maps.	I can locate cities, countries and regions of Europe on both physical and political maps	• Can they begin to recognise the climate of a given country according to its location on the map?
Place Knowledge	Understand how food is grown in many different countries because of their climate	I understand how food is grown in many different countries due to it's climate	• Can they discuss environmental factors affecting food production.
	Know the journey of how one product gets into their home in detail.	I know the journey that a product makes to get to my home	• Explain effectively to peers the journey of a product and discuss any socio-economic factors that may challenge this.
Human and Physical Geography	Describe and understand key aspects of physical geography including : mountains- for example describe the key physical process and resulting landscape features of a mountain region. Eg understand that regions such as The Alps is unique.	I can describe and understand the key aspects of physical geography I can describe the key physical process for the resulting landscape	• Can they explain what a place (open to environmental and physical change) might be like in the future taking into account physical features? • Can they report on ways in which humans have both improved and damaged the environment?
	Describe and understand key aspects of human geography, including economic activity, including trade links	I can describe and understand key aspects of human geography, including economic activity and trade links	
Geographical Skills and fieldwork	Use digital/computer mapping to describe features studied	I can use digital and computer mapping to describe a feature I have studied	• Can they further their own studies through use of thematic maps?
	To use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge of the wider world	I can use an 8 point compass. I can use a 6 figure grid reference. I can use symbols and a key on a map to build knowledge of the wider world	• Can they apply maths skills (graphs) to explain and effectively reason with peers on how to read grid references?
	Recognise how contours show height on a map.	I recognise how contours show height on a map	• Can they draw their own contours on a map?
Geographical knowledge and Enquiry	Discuss hazards from physical environments such as an avalanche.	I can discuss hazards from a physical environment	• Can they find possible answers to their own questions?



Wallsend Jubilee Primary School

Year 6 Assessment: GEOGRAPHY

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Locational Knowledge	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	I can locate some world countries I can locate North and South America I can use maps to identify environmental regions, key physical and human features, countries and major cities	• Can they contrast differing physical environments using geographical evidence to support their arguments?
	Understand 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)	I can understand the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, tropics of cancer/Capricorn, arctic and Antarctic circles I understand and can describe the prime/Greenwich meridian and time zones	• Can they work out an accurate itinerary detailing a journey to different parts of the world, taking into account the different time zones?
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America	I understand the similarities and differences of the human/physical geography of a region in the UK and a region within North/South America	• Can the children explain how a regions 'distinctive' nature can be altered?
Human and Physical Geography	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and earthquakes	I can describe and understand key aspects of physical geography including: Climate zones Biomes and vegetation belts Rivers earthquakes	• Can they explain what a place (open to environmental and physical change) might be like in the future, taking into account physical features?
Geographical Skills and fieldwork	Use digital/computer mapping to describe features studied and research factual information about features.	I can use digital and computer mapping to describe the features studied I can use digital and computer mapping to research factual information about features studied	• Can they make detailed plans and sketches; improving their accuracy independently later?
	To use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)	I can use an 8 point compass I can use a 6 figure grid reference. I can use map symbols and a key. I can use an ordnance survey map	• Can they apply maths skills (graphs) to explain and effectively reason with peers on how to read grid references?
	To build their knowledge of the wider world	I can build my knowledge of the wider world	• Identify relationships between countries (eg. commonwealth, EU, Trade links)
	Use field work 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 technology	I can use field work to observe, measure, record and present human and physical features in the local area I can use a range of methods including sketch maps, plans, graphs and digital technology	• Can they find possible answers to their own questions?
	Read and compare map scales	I can read and compare map scales	• Present data in a variety of ways eg. Graphs.
Geographical knowledge and Enquiry	Describe and understand key aspects of human geography, including economic activity, trade links, and their distribution of natural resources which includes energy, food, minerals and water	I can describe and understand key aspects of human geography including economic activity, trade links, distribution of natural resources, including energy, food, minerals and water	• Can they report on ways in which humans have both improved and damaged the environment?
	Understand that our shopping choices have an effect on the lives of others.	I understand that our shopping choices have an effect on the lives of others	• Investigate ways to improve our shopping choices and therefore the lives of others.