



GEOGRAPHY ASSESSMENT

Big Ideas/Thresholds in Geography

- contextual world knowledge of locations, places and geographical features
- understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space
- competence in geographical enquiry - the application of skills in observing, collecting, analysing, mapping and communicating geographical information

The **dimensions of progress** in geography:

- demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts
- extending from the familiar and concrete to the unfamiliar and abstract
- making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
- working with more complex information about the world, including the relevance of people's attitudes, values and beliefs
- increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

End of Unit Assessment: Geography

Focus: Locational and Place Knowledge

Assessment Task:

To write a description of a **place or location** that you have learned about in Geography. (This may include pictures, diagrams or photos depending on the age and needs of the children).

Assessment Criteria:

Below ARE: very little, if any geographical facts actually evidenced. Little or no use of Geographical vocabulary/terminology demonstrated.

At ARE: some accurate factual detail included with some use of geographical vocabulary/terminology.

Greater depth: a good deal of factual detail included with accurate use of geographical vocabulary/terminology and some attempt to make comparisons between places and/or locations; identifying and discussing similarities and differences.

End of Unit Assessment: Geography

Focus: Geographical enquiry

Assessment Task:

To investigate a given place or environment – make a list of questions that you might want to find out and then using a variety of sources eg. maps, globes and atlases, use these to answer the questions and write about your place.

Assessment Criteria:

Below ARE: Is unable to generate own enquiry questions, but can respond to given questions and use simple sources to find out answers.

At ARE: Asks and answers questions and makes observations. Expresses opinions.

Greater depth: Asks and answers questions and makes observations. Expresses opinions and explains them.

End of Unit Assessment: Geography

Focus: Human and Physical

Assessment Task: To describe an aspect of physical or human geography that has been studied.

Assessment Criteria

Below ARE: Demonstrates minimal understanding or factual knowledge of the selected aspect of physical or human geography. Uses little, if any technical vocabulary. Makes no links between the human and physical.

At ARE: Demonstrates some understanding as well as factual knowledge of selected aspect of physical or human geography. Uses some appropriate technical vocabulary and terminology. Is able to make a simple link between the human and the physical ie. How one might impact the other.

Greater depth: Demonstrates a good deal of understanding as well as factual knowledge of selected aspect of physical or human geography. Uses a good range of appropriate technical vocabulary and terminology. Is able to make links between the human and the physical ie. How one might impact the other.

End of Unit Assessment: Geography

Focus: Mapping

Assessment Task: To locate places and features studied on a map.

Assessment Criteria

Below ARE: Is unable to locate places studied on a simple world/European or UK map.

At ARE: Locates places studied on a simple map.

Greater depth: Locates places studied on a simple map as well as other map features such as equator, key lines of latitude, location of poles etc.