

Assessing Primary Geography

Schools should plan to make and report to parents a **summative judgement** about a pupil's knowledge and understanding of geography on three occasions during the primary phase:

At the end of Key Stage 1: Summer term of Year 2

At the end of Lower Key Stage 2: Summer term of Year 4

At the end of Key Stage 2: Summer term of Year 6

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 performance descriptor, 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 each of the three learning stages, the teacher will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment over the previous two years to reach an accurate judgment of what they know 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 taking into account the whole of the descriptor 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.**

Key Stage 1 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Key Stage 1 will be able to:

Identify, describe, compare and contrast and offer reasons for the similarities and differences they observe in the physical and human geographical features of their school

grounds, the locality of the school and a number of contrasting environments in the United Kingdom and around the world. In achieving this pupils will have shown a capacity to use accurately a wide range of basic geographical vocabulary together with simple fieldwork, mapping and aerial imagery techniques to observe, present and communicate geographical information. Consequently they possess a sound locational knowledge of the basic geographical characteristics of the United Kingdom, the wider world (Continents, Oceans, North and South Poles and the Equator) and can also identify, describe, compare and contrast and suggest reasons for daily weather patterns in the United Kingdom and contrasting hot and cold locations in other parts of the world.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Demonstrate greater understanding by offering more developed explanations (as opposed to reasons) for the location and distribution for some of the physical and human geographical features they observe in their own locality and at contrasting locations. Furthermore these pupils know in simple terms how some physical and human geographical processes interact to create distinctive features and influence the behaviour of people. In doing this they draw upon, and apply, some specialised subject vocabulary and more demanding fieldwork and graphicacy skills outside and inside the classroom.

Lower Key Stage 2 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Lower Key Stage 2 will be able to:

Demonstrate geographical understanding by describing and explaining in basic terms the similarities and differences in the physical and human features of their home area and a region in North America, including offering some reasons why both places are changing. They will also be able to locate, describe and explain some of the reasons for the distribution of globally important physical and human geographical features including climate zones, deserts, tropical rain forests, earthquakes and the world's largest urban areas. Additionally they will also be able to identify, describe and explain the significance on a world map and globe of important lines of latitude and longitude, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn together with the Arctic and Antarctic Circle, the Greenwich Meridian and Time Zones. They will now demonstrate more detailed locational knowledge of the geographical features of the United Kingdom together with those of the other countries and locations around the world they study through their enquiries. In achieving the above pupils show they understand and apply some specialised subject vocabulary and use effectively more complex techniques to gather, present and communicate geographical information, including digital technologies, inside and outside the classroom.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Demonstrate a more sophisticated understanding of how the lives of people around the world are influenced by physical processes and how people can impact the environment positively and negatively. In doing so they begin to formulate conclusions and make judgements as to the kind of actions people can take to improve and sustain the environment locally and globally.

Upper Key Stage 2 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Upper Key Stage 2 will be able to:

Demonstrate that they can interpret a range of sources of geographical information including GIS and communicate their knowledge and understanding in a variety of ways e.g. through oracy, maps, numerical and statistical techniques and writing at length. Through the study of physical features such as rivers and mountains pupils show that they understand how distinct landscapes are formed by natural processes and can make basic informed judgements about some of the challenges and benefits they present to humans. Pupils show, for example, through investigating the impact of volcanoes in Iceland, the rationale behind Fair Trade and role of National Parks in the United Kingdom that they are able to evaluate information from conflicting viewpoints and perspectives and make their own informed judgments and geographical decisions. In achieving this pupils use mostly specialised subject vocabulary and techniques to communicate their knowledge and understanding.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Make and justify more informed and subtle judgements about geographical issues they study such as the issue of climate change which draws upon some of their own research and ideas. These pupils will also demonstrate a capacity to on occasion question the validity and trustworthiness of sources of information they use as well as generating further questions of their own to investigate. Both their oral and written narrative will draw upon a comprehensive range of specialist subject vocabulary and more advanced data collection, presentation and interpretation techniques both inside and outside the classroom.