

**Knowing More. Remembering More. Applying More!**  
Assessment in Foundation Subjects - Geography (Year 3)

Teachers to assess how well children have learned the required knowledge at the end of each term.

**Working Towards (WTS)**   **Expected (EXS)**   **Greater Depth (GDS)**

	Autumn Term - Newport	Spring Term - The UK	Summer Term - Volcanoes and Earthquakes
Substantiative Knowledge	<ul style="list-style-type: none"> <li>To know that Newport is a town.</li> <li>To know that Birmingham is a city and bigger than Newport.</li> <li>To know that Newport has undergone population change and expansion</li> <li>To know the key land use features of Newport as a town.</li> </ul>	<ul style="list-style-type: none"> <li>To know the countries and cities of the UK.</li> <li>To know the counties of the Midlands.</li> <li>To know the mountain ranges of the UK.</li> <li>To understand that the UK's population has increased over time and where people have migrated from.</li> </ul>	<ul style="list-style-type: none"> <li>To know the layers of the Earth</li> <li>To know how a volcano forms and how it occurs.</li> <li>To know how the location of tectonic plates causes natural disasters.</li> <li>To know that a tsunami is a water-based earthquake.</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>To map Newport and Birmingham accurately.</li> <li>To compare land use of a rural location and an urban location.</li> <li>To produce a map of Newport using a key, scale, title and navigational elements.</li> </ul>	<ul style="list-style-type: none"> <li>To map the major cities and counties of the UK accurately.</li> <li>To use topographical maps to analyse and locate the mountain ranges of the UK.</li> <li>To understand reasons why the UK's population has increased.</li> </ul>	<ul style="list-style-type: none"> <li>To map the location of the tectonic plates around the world.</li> <li>To give reasons for population change around volcanic areas.</li> <li>To use annotations to produce a cross-section of volcanoes and earthquakes.</li> </ul>
Key vocabulary	cartographer, land use, landmark, recreation, retail, residential, rural, settlement, urban	border, capital city, country, foreign, immigration, mouth, mountain, permanent, population, refugee, source, topographical	active, crust, convergent, divergent, dormant, extinct, magma, mantle, Richter Scale, tectonic plates, transform, tsunami

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Assessment in Foundation Subjects - Geography (Year 4)

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**Working Towards (WTS)**   **Expected (EXS)**   **Greater Depth (GDS)**

	<b>Autumn - All Around the World</b>	<b>Spring - Rainforests</b>	<b>Summer - Rivers</b>
Substantiative Knowledge	<ul style="list-style-type: none"> <li>To know that there is a Northern and Southern hemisphere.</li> <li>To know that Iceland has different daylight hours in the UK.</li> <li>To know that the weather is different depending on location across the world.</li> <li>To know that countries have different time zones.</li> </ul>	<ul style="list-style-type: none"> <li>To know where major rainforests are located across the world.</li> <li>To know the different layers of the rainforest.</li> <li>To know the weather patterns of a rainforest.</li> <li>To know the effects of deforestation on a specific rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>To know the water cycle and how evaporation and condensation works.</li> <li>To know the major rivers of the UK and around the world.</li> <li>To know the features of a river and describe them.</li> <li>To know the major effects of flooding on a location.</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>To understand and compare the different amounts of daylight hours in different countries.</li> <li>To use secondary data to create charts and graphs showing daylight hours.</li> <li>To analyse and explain weather conditions in tropical areas.</li> </ul>	<ul style="list-style-type: none"> <li>To map the major rainforests around the world accurately.</li> <li>To produce an annotated cross-sketch map of the rainforest.</li> <li>To compare and contrast between different rainforests.</li> </ul>	<ul style="list-style-type: none"> <li>To produce an annotated cross-sketch of a river to show the key features.</li> <li>To explain the after-effects of flooding upon a particular location.</li> <li>To discuss the advantages and disadvantages of human interaction upon water.</li> </ul>
Key vocabulary	Arctic Circle, Equator, Hemisphere, Longitude, Latitude, Prime Meridian, Protected, Savanna, Time Zones, Tropics	Amazon, canopy, climate, emerging, deforestation, Equator, forest floor, Rainforest, understory, weather	breech, dam, deposition, erosion, evaporation, flooding, meander, oxbow, precipitation, tributary

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Assessment in Foundation Subjects - Geography (Year 5)

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**Working Towards (WTS)**   **Expected (EXS)**   **Greater Depth (GDS)**

	<b>Autumn - Eastern Europe</b>	<b>Spring - Energy</b>	<b>Summer - Changing Land Use</b>
Substantiative Knowledge	<ul style="list-style-type: none"> <li>To know the countries and capital cities of Eastern Europe.</li> <li>To know the different cultures of Eastern Europe.</li> <li>To know the different weathers in locations in Eastern Europe.</li> <li>To know what happened during the Chernobyl disaster.</li> </ul>	<ul style="list-style-type: none"> <li>To know which countries certain foods come from to the UK.</li> <li>To know how humans can conserve energy.</li> <li>To know the difference between renewable and non-renewable energy sources.</li> <li>To know locations in the UK where power generation occurs.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to accurately locate on a OS Map using an accurate key and using grid references.</li> <li>To know how land use has changed over time in Bridgnorth.</li> <li>To know how coastal features change over time and the reasons for this.</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>To use a map to accurately locate countries in Eastern Europe.</li> <li>To use digital technologies to describe the physical geography features of a place in Eastern Europe.</li> <li>To present the human geography features of a place in Eastern Europe.</li> </ul>	<ul style="list-style-type: none"> <li>To use digital atlases to locate countries around the world where our food comes from.</li> <li>To compare and contrast renewable and non-renewable energy sources.</li> <li>To discuss the benefits of energy production and understand the reasons for its use.</li> </ul>	<ul style="list-style-type: none"> <li>To use fieldwork to measure and record land uses changes in a specific location.</li> <li>To locate specific places using compass directions and grid references.</li> <li>To map a specific location using a key, compass directions, scale and a title.</li> </ul>
Key vocabulary	Arctic Circle, Chernobyl, climate, itinerary, latitude, longitude, radiation, precipitation, trade, visa, weather	efficiency, environment, food miles, generation, global warming, non-renewable, nuclear, settlement, shortage, sustainable	arch, compass, erosion, grade listed, grid references, National Park, Ordnance Survey, route, spit, stump

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Assessment in Foundation Subjects - Geography (Year 6)

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**Working Towards (WTS)**   **Expected (EXS)**   **Greater Depth (GDS)**

	<b>Autumn - Mountains</b>	<b>Summer - South America &amp; Trade</b>
Substantiative Knowledge	<ul style="list-style-type: none"> <li>• To know the major mountain ranges around the world.</li> <li>• To know the types of climates that are found in mountainous environments.</li> <li>• To understand what tourism is and how it can shape a region.</li> <li>• To know how mountainous areas can be sources of tourism for a region.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the countries and major cities of South America.</li> <li>• To know the differing climates of South America and how this affects daily life.</li> <li>• To know why Fair Trade is important for the people of South America.</li> <li>• To know why trade is important for the people of South America.</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• To accurately map the major mountain ranges around the world using atlases and digital technology.</li> <li>• To present the human features of a mountainous region.</li> <li>• To compare and contrast weather using graphs to show difference.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a map to accurately locate specific countries and cities within South America.</li> <li>• To use digital technologies to describe the physical and human geography features of South America.</li> <li>• To use a range of maps to describe the human and physical features of South America.</li> </ul>
Key vocabulary	altitude, Ben Nevis, dome mountain, economy, environment, Everest, fold mountain, tectonic plate, tourism, vegetation	Agriculture, Andes, Atacama, Central Plateau, climate, developing, export, Fairtrade, globalisaton indigenous, import, population, territory, trade, topographical, tourism