



**Geography – Assessment – KS1 Year B– Autumn 1**



<u>Unit</u>	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<b><u>Padiham – Local Geography</u></b>	<b><u>Substantive – Declarative Knowledge – Know what Place Knowledge</u></b> <ul style="list-style-type: none"> <li>Know about a small area of the United Kingdom</li> </ul> <b><u>Human and Physical Geography</u></b> <ul style="list-style-type: none"> <li>Know the difference between a city, town and village</li> </ul>					
	<b><u>Substantive – Procedural Knowledge (Know how)</u></b> <b><u>Geographical Skills and Fieldwork</u></b> <ul style="list-style-type: none"> <li>Use world maps, atlases, globes to identify UK countries</li> <li>Use simple locational / directional language to describe features and routes</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and devise simple maps with a key</li> <li>Use fieldwork techniques such as observation such as observation and identification to study the geography of the school and its grounds.</li> </ul>					
	<b><u>Disciplinary Knowledge (Think like)</u></b> <b><u>Mapping</u></b> <ul style="list-style-type: none"> <li>Recognise simple features of a map</li> <li>Use and construct basic symbols in a map key and symbols represent something on a map.</li> <li>Understand how to follow a route on a map</li> <li>Understand that geographers learn about the world by observing and collecting data</li> <li>Understand maps need titles</li> </ul> <b><u>Enquiry and investigation</u></b> <ul style="list-style-type: none"> <li>Investigate through observation and description</li> </ul> <b><u>Communication</u></b>					



	<ul style="list-style-type: none"><li>• Express their views about the people, places and environments studied.</li><li>• Analyse and communicate by constructing simple maps, labelled diagrams, graphs and through writing.</li><li>• Speak, write, draw, observe and describe simple geographical concepts such as what they can see where.</li></ul>					
	<b>Essential vocabulary – locality, town, city, village, route, key,</b>					



**Geography – Assessment – LKS2 Year B – Autumn 1**



<u>Unit</u>	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<b><u>Contrasting Region in a European Country - Sicily</u></b>	<b><u>Substantive – Declarative Knowledge – Know what</u></b> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>To know about the region of a European Country - Sicily</li> <li>Identify differences and similarities in Physical Geography between Sicily, the Lake District and the area of Padiham.</li> </ul> <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Locate world countries using maps to focus on Europe.</li> <li>Identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere, the tropics, Arctic and Antarctic circle and time zones.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Describe aspects of physical geography including climate zones, biomes, vegetation belts, rivers and mountains.</li> <li>Describe aspects of human geography including settlements and land use in the area.</li> </ul>					
	<b><u>Substantive – Procedural Knowledge (Know how)</u></b> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate and describe European countries and their human and physical features, climate zones and major earthquake zones.</li> <li>Observe and collect information and data from fieldwork, photos, maps, globes, atlases.</li> <li>Understand that geographers learn about the world by observing and collecting data.</li> </ul>					



	<p style="text-align: center;"><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Mapping</b></p> <ul style="list-style-type: none"><li>▪ Recognise patterns on maps and begin to explain what they show</li><li>▪ Use content pages/index on atlases</li></ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"><li>▪ Observe and collect information and data from fieldwork, photos, maps, globes, atlases, GIS, graphs and charts and record appropriate evidence as needed</li><li>▪ Show increasing empathy and describe similarities and differences – linked back to volcanoes</li><li>▪ Make comparisons with their own life</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>• Express own views about the people, places and environments studied giving reasons. Compare the views with others.</li><li>• Identify and describe geographical features, processes and patterns</li><li>• Ask and respond to geographical questions using evidence</li></ul> <p><b>Technology</b></p> <ul style="list-style-type: none"><li>• Use the zoom facility on digital maps to locate places at different scales.</li><li>• View a range of satellite images</li><li>• Make use of geography in the news – online reports &amp; websites.</li></ul>					
	<p><b>Essential vocabulary</b> – Settlement. Continent. Patterns, contents. Index, evidence</p>					



**Geography – Assessment – UKS2 Year B – Autumn 1**



<u>UK</u>	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<u>Locating World countries and key features</u> Including economics And trade	<p><b><u>Substantive – Declarative Knowledge – Know what</u></b>  <b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Locate the world’s countries using maps including Russia and North and South America</li> <li>▪ Identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere, the tropics, Arctic and Antarctic circle and time zones.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>▪ Describe aspects of human geography including trade and economics</li> <li>▪ Know what fairtrade is</li> <li>▪ Know why ports are important</li> <li>▪ Know why tourism is important</li> </ul>					
	<p><b><u>Substantive – Procedural Knowledge (Know how)</u></b>  <b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>▪ Use physical maps to describe studied human and physical features including countries, land uses, settlements, mountains, coasts, seas, lakes and rivers as well as climate.</li> <li>▪ Use 8 points of a compass, six figure references, maps, symbols and keys to identify and describe human and physical features of regions in the UK and around the world.</li> <li>▪ Use aerial photographs and graphs to acquire and discuss geographical information.</li> </ul>					
	<p align="center"><b><u>Disciplinary Knowledge (Think like)</u></b>  <b>Mapping</b></p>					



	<ul style="list-style-type: none"><li>▪ Understand that geographers learn about the world by observing and collecting data. Begin to understand that some knowledge can be revised as we collect new data and information.</li><li>▪ Read and compare map scales.</li><li>▪ Choose the most appropriate map/globe for a purpose</li><li>▪ Interpret and use thematic map</li></ul> <p><b>Enquiry and investigation</b></p> <ul style="list-style-type: none"><li>▪ Make predictions and test hypothesis</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>▪ Express their own views about the people, places and environments studied, giving reasons.</li><li>▪ Compare their views with others and understand that some knowledge is open to debate, challenge and discussion.</li><li>▪ Reach geographical conclusions and give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world from given evidence.</li><li>▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li><li>▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</li><li>▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li></ul> <p><b>Technology</b></p> <ul style="list-style-type: none"><li>▪ Use appropriate search facilities</li></ul>					
	<p><b>Essential vocabulary – economics, trade, ports, tourism, scales, compass</b></p>					

