



**Geography – Assessment – KS1 Year B– Spring 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>Contrasting Non-European Country</b>	<p><b>Substantive – Declarative Knowledge – Know what</b></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Know about a small area of the United Kingdom</li> <li>Know about a small area of Australia (port Douglas) and identify similarities and differences</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world’s 7 continents and oceans</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Know key physical and human features in hot and cold continents</li> <li>Know the hottest and coldest seasons in the UK</li> </ul>					
	<p><b>Substantive – Procedural Knowledge (Know how)</b></p> <p><b>Geographical Skills and Fieldwork</b></p> <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> </ul>					
	<p><b>Disciplinary Knowledge (Think like)</b></p> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Recognise simple features of a map</li> <li>Understand that geographers learn about the world by observing and collecting data</li> <li>Use a range of maps at different scales and understand they give information about places in the world/UK</li> </ul> <p><b>Enquiry and investigation</b></p> <ul style="list-style-type: none"> <li>Ask and respond to geographical questions</li> </ul>					



	<ul style="list-style-type: none"><li>• Recognise differences between their lives and others</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>• Express their views about the people, places and environments studied.</li><li>• Speak, write, draw, observe and describe simple geographical concepts such as what they can see where.</li><li>• Use maps to talk about every day life</li><li>• Notice and describe patterns</li></ul> <p><b>Technology</b></p> <ul style="list-style-type: none"><li>• Use simple electronic maps</li><li>• Describe and label electronic images</li></ul>					
	<p><b>Essential vocabulary –</b></p>					



**Geography – Assessment – LKS2 Year B – Spring 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>Rivers</b>	<p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>To know about the region of the UK</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate cities and counties of the UK</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>To name the features of a river and how they compare with rivers in different region</li> </ul>					
	<p><b><u>Substantive – Procedural Knowledge (Know how)</u></b></p> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Create tourist maps and detailed maps of an area</li> <li>Make links between features observed and the environment to those on maps and in photographs</li> </ul>					
	<p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use content pages/index on atlases</li> <li>Understand how to use four figure co-ordinates to locate features on a map</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>Ask and respond to geographical questions</li> <li>Understand geographers learn about the world by observing and collecting data. Begin to understand that some knowledge can be revised as we collect new data</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Reach geographic conclusions and begin to debate the impact geographical processes and human effects on the world from given evidence</li> </ul>					



	<ul style="list-style-type: none"><li>Analyse and communicate by constructing simple maps with keys, labelled diagrams, graphs and writing at length</li></ul> <p><b>Technology</b></p> <ul style="list-style-type: none"><li>Draw and follow routes on digital maps</li><li>Collect information from maps and use tables to record information</li></ul>					
	<p><b><u>Essential vocabulary</u></b> –</p>					



**Geography – Assessment – UKS2 Year B – Spring 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>
<p><b><u>North America</u></b> - <b><u>Kentucky</u></b> - Covering minerals</p>	<p><b><u>Substantive – Declarative Knowledge – Know what</u></b>  <b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know about a region of North/ South America</li> <li>• Understand similarities and differences between UK, a region in Europe and North/ South America (UK, Norway, Rainforest and Kentucky)</li> </ul> <p><b>Locational Knowledge</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>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>▪ Describe aspects of human geography including minerals (Coal)</li> </ul>					
	<p><b><u>Substantive – Procedural Knowledge (Know how)</u></b>  <b>Geographical Skills and Fieldwork</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 aerial photographs and graphs to acquire and discuss geographical information.</li> <li>▪ To observe, record, present and explain information about the changing locality</li> </ul>					
	<p><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</li> </ul>					



	<p>some knowledge can be revised as we collect new data and information.</p> <ul style="list-style-type: none"><li>▪ Read and compare map scales.</li><li>▪ Choose the most appropriate map/globe for a purpose</li><li>▪ Use maps to discuss land shape</li></ul> <p><b>Enquiry and investigation</b></p> <ul style="list-style-type: none"><li>• Ask and investigate geographical questions</li><li>• Observe and collect information and data from a range of sources</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>▪ 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></ul> <p><b>Technology</b></p> <ul style="list-style-type: none"><li>▪ Use appropriate search facilities</li><li>▪ Use and interpret live data</li><li>▪ Communicate geographical information electronically</li></ul>					
	<p><b>Essential vocabulary –</b></p>					

