

## Concept Tracking – Geography Years 1-6

Objective: <b>UNDERSTANDING</b>	Date Assessed:	Limited Understanding	Able to mimic this with help	Off the gap list! Can explain and apply this	Can reason with this and use it in any context
<b>Human Geography</b> – Understand how humans create places, how and why these change over time and understanding scales					
<b>Human Geography Y1</b> Understands there are farms, shops, towns, cities and people made these					
<b>Human Geography Y2</b> Understands how places change over time and can give (human) reasons for this					
<b>Human Geography Y3</b> Able to give plausible reasons for people choosing where to build places					
<b>Human Geography Y4</b> Explain settlements using access to water, land use and natural resources reasons.					
<b>Human Geography Y5</b> Explain settlement features by relating to trade links and economic activity					
<b>Human Geography Y6</b> Explain settlement change over time due to changing need e.g. energy, technology					
<b>Physical Geography</b> – Understand how natural processes cause change over time including understanding scale.					
<b>Physical Geography Y1</b> Understand physical features formed naturally inc. beaches, cliffs, coasts, rivers, valleys, hills and mountains etc.					
<b>Physical Geography Y1 (Weather)</b> Talk about daily weather and seasonal weather patterns in the UK					

Objective: <b>UNDERSTANDING</b>	Date Assessed:	Limited Understanding	Able to mimic this with help	Off the gap list! Can explain and apply this	Can reason with this and use it in any context
<b>Physical Geography Y2</b> Understands how physical features change over time and can give (natural) reasons for this such as weather, waves etc.					
<b>Physical Geography Y2 (Weather)</b> Able to predict how hot or cold the weather may be in different locations on the globe using the concept of colder Poles and hotter at the Equator.					
<b>Physical Geography Y3</b> Able to give plausible reasons for physical features in the landscape having formed and changed over time e.g. river valleys.					
<b>Physical Geography Y3 (Weather)</b> Understands the concept of climate zones in different parts of the world e.g. desert.					
<b>Physical Geography Y4</b> Understand the Earth surface moves and changes over time making volcanoes, mountains and earthquakes.					
<b>Physical Geography Y4 (Weather)</b> Understands the water cycle and how it is driven by energy from the sun.					
<b>Physical Geography Y5</b> Understands the timescales involved in physical geography					
<b>Physical Geography Y5 (Weather)</b> Can make the link between climate zones, vegetation belts and biomes.					

Objective: <b>UNDERSTANDING</b>	Date Assessed:	Limited Understanding	Able to mimic this with help	Off the gap list! Can explain and apply this	Can reason with this and use it in any context
<b>Physical Geography Y6</b> Can write at length about the physical features of a region and changes over time predicting using a range of concepts.					
<b>Physical Geography Y6 (Weather)</b> Understands how plants and animals have altered the atmosphere naturally over time.					
<b>Place</b> – Understand the inter-relationship between human and physical changes over time – including human impact & climate change.					
<b>Place Y1</b> Understand caring for places inc. harm caused by rubbish in the environment					
<b>Place Y2</b> Able to draw on physical and human geography to compare similarities and differences between a small area in the UK and a contrasting non-European country					
<b>Place Y3</b> Devises examples of links with physical and human geography locally.					
<b>Place Y4</b> Can propose links with physical and human features in a different European region					
<b>Place Y5</b> Able to apply their geographical understanding to a variety of places in Europe, N or S America and the UK.					
<b>Place Y6</b> Is able to explain the positive and negative impact of humans on the planet including climate change.					

Geography Skills – Field work and How to Represent Space	Date	Needs Practice	Mastery
<p><b>Map Skills Y1 (Requiring the concept of representing 3D 'Space' in 2D)</b>            Use maps of the classroom/school to find objects. Can find roads etc on aerial photos. Ability to collect information for a map from a field trip near the school site.</p>			
<p><b>Map Skills Y2 (Requiring the concept of representing 3D 'Space' in 2D)</b>            Use keys on a map, finding countries on a globe/atlas. Use a four point compass. Use maps to plan and follow routes for example on a short field trip. Able to point out human and physical features.</p>			
<p><b>Map Skills Y3 (Requiring the concept of representing 3D 'Space' in 2D)</b>            Can find the same human and physical features or places on a digital map, aerial photo and standard map. Can take these skills out on a field trip and use them.</p>			
<p><b>Map Skills Y4 (Requiring the concept of representing 3D 'Space' in 2D)</b>            Use a compass to take bearings, use the scale on a map to estimate, orientate a map. Create their own maps showing a key and some measurements.</p>			
<p><b>Map Skills Y5 (Requiring the concept of representing 3D 'Space' in 2D)</b>            Interpret contour lines, 8 point compass, 4 point grid references and OS maps. Use these skills to record observations and measurements in the local area. Ability to present these findings in a range of ways including graphs, sketch maps and plans. E.g. recommending changes to the roads based on the volume of traffic.</p>			
<p><b>Map Skills Y6 (Requiring the concept of representing 3D 'Space' in 2D)</b>            Use 6 digit grid references and compass as well as digital maps to navigate in the real world. Use latitude on the globe to show the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Use of Longitude on the globe to show the Prime/Greenwich Meridian.</p>			

Factual Knowledge	Date	<70% in low stakes	>70% in low stakes
-------------------	------	--------------------	--------------------

<b>Factual Knowledge</b>	<b>Date</b>	<b>&lt;70% in low stakes</b>	<b>&gt;70% in low stakes</b>
<b>Geographical language Y1</b> e.g. Town, city, beach, forest, sea, mountain			
<b>Geographical language Y2</b> e.g. Rural, urban, vegetation, season			
<b>Geographical language Y3</b> Physical Geography e.g. Climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle. Human Geography e.g. settlement/land use and distribution of natural resources			
<b>Locational knowledge Y1</b> Name and locate 7 continents, 5 oceans.			
<b>Locational knowledge Y2</b> Name and locate 4 UK countries and their capital cities. Seas of the UK. Local features			
<b>Locational knowledge Y3</b> Locate some (number?) countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities, coasts, rivers, mountains			
<b>Locational knowledge Y4</b> Locate more of year 4 countries and features (number?) including topological features in the UK such as key rivers and mountains			
<b>Locational knowledge Y5</b> Locate majority of world's countries & cities using maps (focus on Europe, Russia and N/S America) and identify environmental regions, key physical/human features			
<b>Directions Y1</b> North, South East and West			
<b>Directions Y2</b> North East etc.			
<b>Directions Y3</b> latitude, longitude, N/S Hemispheres and the Equator. Prime/Greenwich Meridian and time zones, Tropics of Cancer/Capricorn, Arctic and Antarctic			