Geography tracking for 2019-20 Year group- Year 6 in 20\_\_\_\_ - 20\_\_\_\_\_\_

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|  | Y1 | | Y2 | KS2  progression | Y3 | | Y4 add to year 3 with | Y5 add to year 4 | | Y6 add to year 5 | |
| LOCATION KNOWLEDGE | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | Name and locate the world’s seven continents and five oceans | Progressively over KS2 the complexity of the maps will increase. In addition, the skills will progress from: Y3) Finding information having been given the page number , to Y3) Finding information using the contents page to find the page number, to Y5) Finding information using the index, to Y6) Using a combination of skills to find the information required. | On maps/ globes find countries and up to 3 cities/counties /features of regions. Find the equator, arctic, Antarctic. N/S Hemisphere | | On maps/globes find countries and up to 5 cities/counties features of regions including topography and land use. Have understanding of how features came about.Find the Tropics, significance of latitude/longitude | On maps/ globes find countries and up to 8 cities/counties/ features of regions, . Find Prime/ Greenwich Meridion and time zones. | | On maps/globes find countries and up to 8 cities/ counties/ features of regions. Have an understanding and how these features may change over time. | |
| Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | | | | | | |
| PLACE KNOWLEDGE | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | | Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a contrasting non-European country | Y3 | | Y4 | Y5 | | Y6 | |
| Region related to topic.  Human/ physical geography of 2 areas- name and describe 3 similarities and differences of each. | | Region related to topic.  Human/ physical geography of 2 areas- name and describe 5 of each and how they formed | Region related to topic.  Human/ physical geography of 2 areas- name and describe 8 of each. | | Region related to topic.  Human/ physical geography of 2 areas- name and describe 8 of each and give reasons . | |
| Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, or a region within North or South America | | | | | | |
| GEOGRAPHICAL SKILLS AND FIELDWORK | Use simple compass directions and locational and directional language to describe the location of features and routes on a map  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | Y3 | | Y4 | Y5 | | Y6 | |
| All types of maps  4 points of compass using picture.  Two-figure grid reference  Know some symbols on OS maps  In field studies, measure rainfall, wind, temperature with support | | All types of maps  4 points of compass using actual compass  4-figure grid reference  Know most symbols on OS maps  In field studies, measure rainfall, wind, temperature | All types of maps  8 points of compass using actual compass  6 figure grid reference  Recognise all symbols  In field studies, measure rainfall, wind, temperature and graph information | | All types of maps  8 points of compass using actual compass using efficiently  Six figure grid reference with skill  Use symbols when constructing maps  In field studies, measure rainfall, wind, temperature and graph these in different ways | |
| Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | | |
| HUMAN AND PHYSICAL GEOGRAPHY | identify seasonal and daily weather patterns in the United Kingdom and the location of hot / cold areas of the world in relation to the Equator and the North and South Poles  \*use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |  | Y3 | Y4 | | | Y5 | | Y6 |
| Describe and understand key aspects of physical geography in 2 areas | Describe and understand key aspects of physical geography in 2 areas X2 | | | Describe and understand key aspects of physical geography in 2 areas X3 | | Describe and understand key aspects of physical geography in 2 areas X4 |
| Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | | | | | |
| Greater Depth expectations | They understand that atlases and maps are used to locate places in the world and show the features of these places. They can give directions and plan a simple route around school. | Children are able to use geographical vocabulary to describe differences between people and places in the world. | | Answer higher order questions (Blooms)  Explore philosophical questions and record these. | Answer higher order questions (Blooms)  Explore philosophical questions and record these with greater detail. | | | Answer higher order questions (Blooms)  Explore philosophical questions and record these with increasing detail. | | Answer higher order questions (Blooms)  Explore philosophical questions and record these using quantitative skills and writing at length. |

Names of children working at different attainments

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| Foundation level | Working towards | Expected | Greater depth |
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Notes on children:

In Early Years Owlets Class Geography is covered through the Understanding of the World: The World Strand- NB Children develop at their own rates and in their own way. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as check lists. The age/stage bands overlap because these are nit fixed boundaries but suggest a typical range of development. Evidence of coverage and children’s progress is through teacher knowledge and discussions from observing the children and taking photographs, which can be record in the children learning Journey using the computer program ‘2simple’

22-36 months- Provide story and information books about places such as a zoo or the beach, to remind children of visits to real places.

30-50 months- Use local area for exploring both the built and natural environment—e.g. Forest School. Provide play maps and small world equipment for children to create their own environments

40-60+ and **ELG in bold**

Look at similarities pattern and change

**Talk about features of their own and immediate environment and how environments might vary from one another.**

**Provide stories that help children to create simple maps, plans drawing and painting of real and imaginary landscapes . Learning and taking care of the landscapes and environment**

Exceeding- Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in