

Subject: Geography

Assessment Y1/2

YEAR 1 UNIT 3 – Animals and their habitats:

KS1 Programmes of Study

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and 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

Geographical skills and fieldwork

- 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- 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

Additional guidance

KS1 Purpose of Study

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<p>Knowledge, skills and concepts</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills 	<p>Key Questions</p> <p>What is it like where emperor penguins live?</p> <p>What is it like where Asian pandas live?</p> <p>What is it like where whale sharks live?</p> <p>What is it like where the African elephant lives?</p> <p>What is it like where swallows live?</p> <p>Who lives in my ‘place in a box’?</p>
<p>Key Vocabulary</p> <p>World, continent, Europe, Africa, North America, South America, Oceania, Asia, Antarctica, country, Great Britain, Ireland, North Pole, South Pole, Southern Ocean, polar, emperor penguin, China, Indonesia, Pakistan, Bangladesh, Turkey, India, Russia, Japan, hot, cold, wet, dry, windy, calm, snowy</p> <p>Ocean, sea, underwater, Arctic, Atlantic, Indian, (South) Pacific and Southern, Australia, Ningaloo Reef, harmless, filter feeders, shark, warm and cold water. Various seas such as Coral Sea, Tasman sea.</p> <p>Continent names, Namibia, carnival, emperor penguin, red panda, whale shark, savannah, herd, Africa, South Africa, continent, journey, distance, far, near, land, sea or air, thousand (e.g. 6000 miles), warmer, spring, summer, autumn, winter, globe.</p>	<p>Assessment overview</p> <ul style="list-style-type: none"> • The assessment opportunities included in Rising Stars Geography are planned to have maximum impact on pupils while adding the minimum burden to teacher workload. Each unit has a key assessment opportunity which links with the Rising Stars Geography progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context. • Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that geographical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation • Finally, an online end-of-unit quiz is also included in each unit. By their nature, these usually test retention of what has been taught, rather than geographical knowledge and understanding, although they could be used by the pupils as research exercises and challenges beyond the direct scope of the unit. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.
<p>Cultural Capital</p>	<p>Opportunities</p> <p>See if Paul Rose – explorer will come in or do a Video chat with the children over Teams https://www.paulrose.org/contact-paul</p> <p>Explore the local village – use the pathways – plan the expedition</p> <p>Visit to Blackpool Zoo – to further investigate animals and their origins</p> <p>Talk from the local vets on animals and their habitats</p> <p>Local resident – Basil Newby – breeds Peacocks and has pony’s – can children visit – or will he do a talk with the children</p> <p>Virtual field trips - explore the world without leaving the classroom</p> <p>www.virtualfieldtrips.org</p>

Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human and physical features. • Name and locate the world's seven continents and five oceans. • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Understand geographical similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries. • 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. 		
Assessment Task in week 6 Task in Week 6 Children will answer the question: Where do our favourite animals live? They will answer this through the creation of their group 'place in a box'. The children can be observed and then questioned about what they have made. They can be asked if they can remember the animal journeys and discuss how they would recreate a part of the location and animal habitat. The children make a collage picture of their creature, make drawings/paintings of landscapes and create weather symbols to show the types of weather.	Working towards expectations Y1 Progression Framework statement: <ol style="list-style-type: none"> 1. Use a world map, atlas or globe to recognise and name some continents and oceans. 2. Talk about the weather and some of the features of the seasons. The child can show awareness that the weather may vary in different parts of the world. 3. Describe an aspect of the physical and human geography of a distant place. 4. Describe some of the landscapes that different animals might live in, focusing on the animals studied in the unit. 	NOTES on children
	Working at Expectations Y1 Progression Framework statement: <ol style="list-style-type: none"> 1. Use a world map, atlas or globe to name and locate the seven continents and five oceans. 2. Identify seasonal weather patterns. 3. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. 4. Describe the physical and human geography of a distant place. 5. Recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit. 6. Have some sense of what the animals eat and the dangers (human or physical dangers) the animals might encounter. 7. Use a wall map or atlas to locate and identify countries taught in the unit. 8. Ask questions about key locations and animals studied. 	

	<p>Working at greater depth Y1 Progression Framework statement:</p> <ol style="list-style-type: none"> 1. Use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. 2. Confidently describe the physical and human geography of a distant place. 3. Recognise different natural environments and describe them using a range of key vocabulary. 4. Describe some of the landscapes that different animals might live in, focusing on the animals studied in the unit. The child should be able to relate the landscapes to the animals' foods and the dangers (human or physical) that the animals might encounter. 5. Describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. 6. Ask questions about key locations and animals studied. 	
	<p>Working towards expectations Y2 Progression Framework statement:</p> <ol style="list-style-type: none"> 9. Use a world map, atlas or globe to name and locate the seven continents and five oceans. 10. Identify seasonal weather patterns. 11. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. 12. Describe the physical and human geography of a distant place. 13. Recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit. 14. Have some sense of what the animals eat and the dangers (human or physical dangers) the animals might encounter. 15. Use a wall map or atlas to locate and identify countries taught in the unit. <p>Ask questions about key locations and animals studied.</p>	

	<p>Working at Expectations Y2 Progression Framework statement:</p> <ol style="list-style-type: none"> 1. Use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. 2. Confidently describe the physical and human geography of a distant place. 3. Recognise different natural environments and describe them using a range of key vocabulary. 4. Describe some of the landscapes that different animals might live in, focusing on the animals studied in the unit. The child should be able to relate the landscapes to the animals' foods and the dangers that the animals might encounter. 5. Describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. <p>Ask questions about key locations and animals studied.</p>	
	<p>Working at greater depth Y2 Progression Framework statement:</p> <ol style="list-style-type: none"> 1. Can confidently and independently use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. 2. Confidently describe the physical and human geography of a distant place in detail. 3. To discuss different natural environments and link the correct vocabulary to that environment . 4. To describe the different environments that certain animals live in and how that environment suits the animal. To make a correlation between the environment and the danger's the animals may face – link to human and natural geography. 5. Can independently discuss and give reasons as to why the world has hot and cold areas and correlate these to the equator and poles. <p>To ask questions which require a deeper understanding of the topic.</p>	

Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus

Year 1	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Year 2	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			