

## Subject: Geography

## Assessment Y1/2

### YEAR 2 UNIT 3 – Our Wonderful world:

#### 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><b>Knowledge, skills and concepts</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the seven continents and oceans use world maps, atlases and globes</li> <li>understand geographical similarities and differences when studying both human and physical geography</li> <li>identify the locations of hot and cold areas around the world</li> <li>use basic vocabulary to refer to physical and human features</li> <li>Develop knowledge about the world.</li> </ul>	<p><b>Key Questions</b></p> <p>What are our local wonders?</p> <p>Are mountains wonders of the world?</p> <p>Which rivers are natural world wonders?</p> <p>What are the ancient world wonders?</p> <p>Which landmarks are new world wonders?</p> <p>Can we explain and describe wonders of the world?</p>
<p><b>Key Vocabulary</b></p> <p>Trees, roses, flowers, sky, clouds, night, day, rainbow, people, friends, babies. Colours and shades: green, red, blue, white, dark, bright , Botanical garden, opera house, arena, museum, stadium, hotel, place of worship, shops, River wonderful, desert, major world rivers: Congo, Yangtze, Amazon, Nile, Volga, Mississippi</p> <p><b>Descriptive: high,</b> long, wide, wonder, deadly, freezing, wild, up-and-down, high-flyer, rollercoaster, cold</p> <p><b>Physical features:</b> mountain, hill, ridge, cliff, highland, moor, mound, rivers, rocks, snow, ice</p> <p>Locations: Everest, UK. Ayers Rock/Uluru, Oceania; Mount Erebus, Antarctica</p> <p><b>Human features:</b> Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa</p> <p>Asia, Africa, North America Nigeria, USA, China, San Francisco, Hong Kong, Lagos</p> <p>UK capitals: Edinburgh, London, Cardiff, Belfast world heritage, Lagos, Hong Kong, San Francisco</p>	<p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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.</li> </ul> <p>This unit features a range of tasks throughout the weeks where observations of child interactions and responses can be recorded to assess whether they are working towards, meeting or exceeding Expectations. Key assessment opportunity for the unit: Through discussion and observation throughout and in the final lesson.</p>
<p><b>Cultural Capital</b></p>	<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>Explore the locality – using the permissive pathways - look for awe and wonder – Church, old fire station, Peace garden, local farm animals etc</li> <li>Visit the Village Peace Garden – reflect on how wonderful our local world is.</li> <li>Larger locality – look at the rejuvenation of Blackpool</li> </ol> <p>a. <a href="https://www.blackpool.gov.uk/Residents/Planning-environment-and-community/Documents/Blackpool-Masterplan-Draft-Regeneration-Strategy.pdf">https://www.blackpool.gov.uk/Residents/Planning-environment-and-community/Documents/Blackpool-Masterplan-Draft-Regeneration-Strategy.pdf</a></p>

	<p>b. <a href="https://www.blackpool.gov.uk/Your-Council/Creating-a-better-Blackpool/Blackpool-Council-plan/Blackpool-Council-plan.aspx">https://www.blackpool.gov.uk/Your-Council/Creating-a-better-Blackpool/Blackpool-Council-plan/Blackpool-Council-plan.aspx</a></p> <p>1. Try and establish a link with a school in another country – with well-known wonders – like a school in Paris with the Eiffel Tower so the children can share local wonders like the Blackpool Tower <a href="https://connecting-classrooms.britishcouncil.org/">https://connecting-classrooms.britishcouncil.org/</a></p> <p>This website has been set up to help teachers make global connections with others schools - to enable pupils to understand the big issues that shape our world and equip them with the knowledge, skills and attitudes they need to make a positive contribution. Connecting Classrooms through Global Learning is a partnership between the British Council and the Foreign, Commonwealth and Development Office</p>	
<p><b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework</p> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"><li>• Name and locate the world's seven continents and five oceans.</li><li>• Develop knowledge of the human and physical geography of a small area of the United Kingdom.</li><li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul> <p><b>Geographical Understanding</b></p> <ul style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to key human and physical features.</li></ul> <p><b>Geographical Skills and Enquiry</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li><li>• Use observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment.</li></ul>		
<p><b>Assessment Task in week 6</b> Children will answer the questions:</p> <ol style="list-style-type: none"><li>1. What are the key wonders in the natural (physical), modern (human) and ancient (historic) world?</li><li>2. How can I identify wonders in the living (flora and fauna) world?</li></ol> <p>Can I identify wonders in my world?</p>	<p><b>Working towards expectations Y1</b> <b>Progression Framework statement</b> <b>With support the child can:</b></p> <ol style="list-style-type: none"><li>1. Identify and name the continents.</li><li>2. Identify and name some of the wonders.</li><li>3. Use atlas, map or globe to locate some wonders.</li></ol>	

	<b>Working at Expectations Y1</b> <b>Progression Framework statement:</b> <ol style="list-style-type: none"> <li>Identify and name the relevant continents.</li> <li>Identify and name some of the wonders.</li> <li>Use atlas, map or globe to locate some wonders.</li> <li>Give reasons for choice of local wonders.</li> </ol> Correctly use most of the key vocabulary given in the unit.	
	<b>Working at greater depth Y1</b> <b>Progression Framework statement:</b> <ol style="list-style-type: none"> <li>Identify and name the continents.</li> <li>Communicate something about the continents.</li> <li>Identify and name most of the wonders.</li> <li>Use atlas, map or globe to locate some wonders.</li> <li>Give an opinion about local wonders.</li> </ol> Correctly use some of the key vocabulary given in the unit	
3.	<b>Working towards expectations Y2</b> <b>Progression Framework statement:</b> <ol style="list-style-type: none"> <li>Identify and name the relevant continents.</li> <li>Identify and name some of the wonders.</li> <li>Use atlas, map or globe to locate some wonders.</li> <li>Give reasons for choice of local wonders.</li> <li>Correctly use most of the key vocabulary given in the unit.</li> </ol>	NOTES on children
	<b>Working at Expectations Y2</b> <b>Progression Framework statement:</b> <ol style="list-style-type: none"> <li>Identify and name the continents.</li> <li>Communicate something about the continents.</li> <li>Identify and name most of the wonders.</li> <li>Use atlas, map or globe to locate some wonders.</li> <li>Give an opinion about local wonders.</li> <li>Correctly use some of the key vocabulary given in the unit.</li> </ol>	

	<p><b>Working at greater depth Y2</b></p> <p><b>Progression Framework statement:</b></p> <ol style="list-style-type: none"> <li>1. Give some geographical information about the countries where the wonders are located.</li> <li>2. Express opinions about world wonders.</li> <li>3. Begin to explain geographical processes that formed the natural wonders.</li> <li>4. Explain choice of local wonders.</li> <li>5. Respond to some of the open questions (above).</li> <li>6. Correctly use all of the key vocabulary in the unit in context.</li> </ol>	
<p><b>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</b></p>		

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

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