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| Assessment of skills. | | Year 2 Autumn |
| Topic: (continents and oceans) Where in the world is Snail? | Curriculum objectives covered: <u>Locational knowledge</u> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> 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. <u>Human and physical geography</u> <ul style="list-style-type: none"> 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 | |
| Vocabulary check: country, continent, capital, ocean, world, globe, atlas, map, north, south, west, east, equator, North Pole, South Pole, rainforest, mountain, river. | | |

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| Working towards the expected standard: <i>[children working towards the expected standard may demonstrate some of the objectives listed]</i> | Working at the expected standard: <ul style="list-style-type: none"> Can name and locate the world's seven continents and oceans using resources such as maps, atlases and globes. Can describe some features and characteristics about each continent. Can articulate the difference between a continent and a country. Can name the 4 points on a compass and begin to describe a location using this vocabulary and other locational and directional language. (right, left, near, far etc.) Can identify roughly where the equator is and how this affects the temperature of a country. Can identify and describe a physical feature and a human feature and begin to use correct key vocabulary [stated above]. | Working beyond the expected standard: <i>[children working beyond the expected standard may also be able to ...]</i> <ul style="list-style-type: none"> Name some counties and landmarks from particular continents. Describe and compare different continents in relation to the equator and what impact this has. |
| [insert children's names] | [insert children's names] | [insert children's names] |
| Note to subject leader: | | |
| Subject leader As a result... | | |

Teachers assess children against these statements which are taken, broken down and interpreted by the Geography leader. Teachers are encouraged to communicate the successfulness of the module and any areas to be improved to ensure the next module of Geography can adapted to suit the needs of the children and support can be given to the class teachers if necessary. SEN learners have opportunities to demonstrate what they know through non-written methods such as discussion, drawing, group work and verbal dictation to record their thoughts.