



Geography Assessment



Two Rivers Geography Assessment Overview

Level	Sensory Level Descriptors
1(i)	<ol style="list-style-type: none">1. Notice auditory stimuli e.g. startle to loud music (1)2. Notice visual stimuli e.g. response to lights (1)3. Notices tactile stimuli e.g. responding to touch (1)4. Notice olfactory stimuli e.g. responding to smell5. Notices vestibular e.g. movement such as rocking6. Obvious reaction to close contact with familiar adult7. Responds to obvious stimuli (3)8. Distress reduced by physical contact9. Distress calmed by calming voice10. Reduces activity in response to touch or voice11. Demonstrates a range of unintentional vocalisation when content12. Demonstrates a range of unintentional vocalisation when distressed13. Demonstrates a range of unintentional vocalisation when hungry14. Demonstrates a range of unintentional vocalisation when in pain15. Demonstrates a range of unintentional vocalisation when tired16. Demonstrates a range of unintentional movements when content17. Demonstrates a range of unintentional movements when distressed18. Demonstrates a range of unintentional movements when hungry19. Demonstrates a range of unintentional movements when in pain20. Demonstrates a range of unintentional movements when tired
1(ii)	<ol style="list-style-type: none">1. Demonstrates brief memory for previously presented stimuli (4)2. Fleeting/inconsistent responses to familiar voice/personal identifier (related to 5)3. More consistent reaction to a close adult (related to 2)4. Intermittent awareness of stimulus in different positions (new)5. Fleeting response to 3 different tactile stimuli (related to 6)6. Fleeting response to 3 different visual stimuli (related to 6)7. Fleeting response to 3 different olfactory stimuli (related to 6)8. Fleeting response to 3 different vestibular stimuli (related to 6)9. Fleeting response to 3 different auditory stimuli (related to 6)10. Inconsistent response when talked to.11. Notices new, unfamiliar faces12. Engage in mutual gaze with an adult in a variety of settings.13. Show an awareness of object placed in hand/on body14. Quietens at familiar voice or sound



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	<ul style="list-style-type: none">15. Plays at making different vocal sounds alone or with others 'SPLIT'16. Smile in response to adult smiling17. Brings attention back to adult with an auditory prompt18. Bring attention back to activity/object with a physical prompt19. Brings attention back to activity/object with an auditory prompt20. Bring attention back to adult with a physical prompt
2(i)	<ul style="list-style-type: none">1. Responds to a range of stimuli (6) people, objects and events2. Responds to own name by a familiar person (8) `3. Responds consistently to one stimulus (9)4. Supported 1:1 turn taking (7)5. Terminates an interaction with adult, without full intention e.g. low levels of concentration or distracted easily (13)6. Aided exploration of the environment (16)7. Briefly follow objects in vertical plane (10)8. Briefly follow objects in horizontal plane (10)9. Consistent response to a personal identifier10. Follows familiar adults across the room11. Responds to own name by unfamiliar person12. Anticipates a consistently repeatedly presented stimuli (14)13. Shows pleasure at physical interactions e.g. rocking, tickling14. Consistently anticipates repetitively presented response15. Terminate intention with intention16. Sustain gaze/interest in object for a few seconds17. Let go of one toy in response to being offered another18. Tolerates adult in parallel play19. To show some response to own reflection20. To hold an offered object from an adult for a short period of time.
2(ii)	<ul style="list-style-type: none">1. Responds differently to different stimulus (12) e.g. ball or instrument2. Anticipates within familiar social routines (17)3. Redirection to second object (18)4. Random activities cause effect (19)5. Looks briefly after disappearing object (20)6. Action on reactive environment (21)7. Communicates more in inconsistent ways (22)8. Contingency responding (23) e.g. lots of redundant activity9. Contingency responding with objects e.g. mobiles10. Behaviour interpreted as rejection (11)11. Purposefully terminates interaction with adult12. Make a choice between two objects presented visually in close proximity



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	<ul style="list-style-type: none"> 13. Demonstrating consistent negative response to things they don't like (new) 14. Demonstrating consistent positive response to things they do like. 15. To return an object to an adult upon request with a physical and verbal prompt. 16. To attend to photos/pictures when used in daily routines (registers/timetable) 17. To anticipate what comes next in familiar song (action or verbally) 18. To engage with a peer who is in close proximity by reaching out or vocalising. 19. Repeating a behaviour which produces a response. 20. Uses eye contact to engage with another person in a 1:1.
3(i)	<ul style="list-style-type: none"> 1. Objects to termination of an activity(15) 2. Objects to termination of a communication (relate to 15 - new) 3. Purposeful action on everyday environment e.g. in close proximity, supported by staff (24) 4. Changes in behaviour in response to something nearby (25) 5. Intentional exploration of the environment e.g. growing awareness of immediate environment, more independent exploration of the environment. (27) 6. Looks forward and backwards between two objects (29) 7. Perseveres by repeating action for reward in social game (30) 8. Repeats action if first attempt in unsuccessful (31) 9. Attracts attention by reaching out or physical action(32) 10. Attracts attention vocally (extension of 32) 11. Object permanence (34) 12. Make a choice between two familiar objects using photographs(new) 13. To respond to an adult saying 'no' with intonation or gesture by pausing in what they are doing. 14. They request an activity by gesture, vocalisation or looking at the adult or object. 15. To attend to adult as they wave and say goodbye. 16. To respond to praise 17. They observe the results of their own actions. 18. They respond to the results of their own actions e.g. laughing or clapping. 19. To show excitement in anticipation of favourite activity/object. 20. To request a drink or snack with less support at appropriate times of the day
3(ii)	<ul style="list-style-type: none"> 1. Develops own consistent way of requesting more of an activity (new - related to 28) 2. Communicate no more through a consistent actions (new - related to 28) 3. Contingency awareness (26) 4. Communicate choice to an attentive adult (37) 5. Deliberately gaining attention of another person to satisfy need (39) 6. Shared attention (40) 7. Expresses preference for items not present via symbolic means (41) 8. Early problem solving, tries a new strategy when old one fails (42) 9. Initiates actions to achieve desired results (43)



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10. Initiates social game (33)
11. Does two different action in sequence to get a reward (35)
12. Selects from more than two items(36)
13. Modifies action when repeating action does not work (38)
14. Used preferred mode of communication to say 'hello'.
15. To understand how a book works e.g. turn pages, turn the book the correct way round.
16. Consistently greet known people in preferred mode of communication
17. Consistently select correct symbol to represent main character in a book
18. To demonstrate understanding of 5 timetable symbols.
19. To independently explore an object in more complex ways, for a sustained period of time.
20. Begins to show an interest in actions of other peers.

Level	Curriculum Assessment Statements
4	<ol style="list-style-type: none">1. Begins to group objects i.e. cars, animals2. Anticipates 1 thing that will be seen on a journey3. Gives a creature an appropriate name4. Goes on a visit in the local area5. Discusses their own experiences, linked to the visit6. Shows an awareness of changes in the weather7. Shows an awareness of the purpose of some indoor places8. Shows an awareness of the purpose of some outdoor places9. Draws attention to symbols and signs in the environment10. Indicates a desire to go from outside to inside or visa versa
5	<ol style="list-style-type: none">1. With assistance, matches picture to object2. Matches pictures to objects in the environment3. Describes an item that is either hard or soft4. Describes an item that is either hot or cold5. Names 2 properties of an object or animal6. Plays shops to explore the experiences7. Knows how to get to the toilet from class8. Observes the weather9. Talks about what they can see in the environment10. Notices leaves changing colour



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6	<ol style="list-style-type: none">1. Names common objects in the street2. Names common objects in the classroom3. Uses terms to describe objects such as soft, hard, hot, cold, long, short, big, small4. Talks about what they have seen earlier in the day5. Shows some awareness of danger i.e. hot, road6. States preferences when given a choice of two objects7. Moves around the room confidently8. Knows where people walk9. Knows where vehicles travel10. Recognises words or symbols in the environment
7	<ol style="list-style-type: none">1. Correctly uses comparative terms like up/down, big/small, hot/cold, wet/dry, stop/go, in/out, high/low and more/less2. Knows times of the day: morning, afternoon, meal time, bed time, day and night3. Describes the movement of an object like forwards, backwards, quickly, slowly, up, down, far and near4. Knows key terms for locations such as house, flat, garage, shop, church, park5. Discusses the information contained in a photo/picture6. Identifies local methods of transport7. Shows an awareness of a place or habitat i.e. acorns near trees8. Knows the names of rooms in the house9. Identifies the differences between summer and winter10. Sequences 3 pictures of daily activities
8	<ol style="list-style-type: none">1. Knows the meaning of the following geographical words: home, house, buildings, school, factory and offices2. Pupils can recognise links between objects i.e. car/garage, leaf/tree3. Pupils can undertake fieldwork in the school grounds4. Pupils can make a simple tally chart, pictogram or graph of results collected in the field5. Pupils are aware that people around the world eat different foods6. Pupils are aware that people around the world have different homes7. Collects weather observations8. Can identify features of the place where they live9. Can identify ways an area has been made safer10. Pupils can use the terms north, east, south and west correctly
9	<ol style="list-style-type: none">1. Can identify one thing they like and dislike about a place2. Pupils can locate England on a map3. Pupils can identify some characteristics of the place where they live: Tamworth4. Pupils can use a simple atlas to find places5. Knows the meaning of the following geographical words: address, travel, journey, routes, features6. Pupils are aware of physical geographical features e.g. mountains, hills, rivers7. Pupils are aware of human geographical features e.g. church, school, shops



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	<ul style="list-style-type: none">8. Pupils have learnt about/studied their local area9. Pupils have learnt about/studied 1 country in Europe10. Pupils have learnt about/studied 1 country in the Americas
10	<ul style="list-style-type: none">1. Pupils can use an atlas to find places2. Can draw a plan or diagram of the classroom3. Pupils can use a key on a map to understand a range of symbols4. Pupils can use the 4 points of a compass to follow directions around the classroom and school5. Pupils can use simple coordinates to locate places on maps6. Knows where they live: house number, street and town7. Pupils can name and locate the 4 countries and capitals of the UK8. Can use the appropriate language to describe the weather9. Can recognise seasonal changes10. Has studied a region of the UK (not local area)
11	<ul style="list-style-type: none">1. Pupils can use fieldwork to observe, measure and record information2. Pupils can accurately identify different landforms like beach, cliff, mountain, volcano, river, ocean3. Pupils can identify some physical/human geographical features of places4. Pupils understand some of the different types of activities that happen on a farm5. Pupils have learnt what it is like living in one hot and cold place in the world6. Pupils have learnt what it is like living in one dry and one wet place in the world7. Pupils can create a simple chart of the weather8. Pupils can describe what happens when a volcano erupts9. Pupils can describe what happens during an earthquake10. Pupils understand some of the dangers of volcanoes and earthquakes
12	<ul style="list-style-type: none">1. Can use 4 figure grid references on a map2. Makes comparisons and identifies simple differences3. Can locate hot and cold places in the world in relation to the equator and the north and south poles4. Identifies key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather5. Identifies key human features: city, town, village, factory, farm, house, office, shop6. Can describe the conditions in a biome e.g. the rainforest, polar regions and desert7. Can name and locate the world's continents8. Can identify sea, land and water features on a map and on a globe9. Can name and locate the world's oceans10. Knows that an island is surrounded by water
13	<ul style="list-style-type: none">1. Can name and locate the countries, some cities, rivers and mountains of the UK2. Can identify the main regions of the UK and describe their main physical and human characteristics3. Can discuss land use in the local area4. Can identify the main features or landforms of a coastline



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	<ul style="list-style-type: none">5. Can identify different types of settlement6. Have investigated UK urban and rural areas7. Can describe the effects of volcanoes and earthquakes8. Can identify the main stages of a river system9. Can identify the main points of the water cycle10. Can identify features of a settlement that show its purpose
14	<ul style="list-style-type: none">1. Can identify the position and significance of lines of latitude, longitude to explain day/night and time zones2. Can locate the world's countries, major cities and environmental regions using maps to focus on Europe and North and South America3. Can describe changes to landscape associated with tourism4. Can identify physical features affecting settlement in their own location5. Can explain why some areas are settled and others are not6. Can describe how the local environment may be improved7. Can identify ways of reducing waste in the school8. Can identify the reasons rivers flood9. Can explain how rivers and seas are vulnerable to pollution10. Can identify some methods of controlling flooding
15	<ul style="list-style-type: none">1. Can use field work to collect, analyse and draw conclusions from geographical data2. Compares land use in rich and poor countries3. Can compare weather and climate4. Can locate the world's countries, major cities and environmental regions using maps to focus on, e.g. Africa, China, India, Russia, Middle East5. Identifies the effects of the growth of individual settlements6. Can recognise some instances of sustainable development7. Can identify unintentional damage caused by human activity8. Identifies the causes of different natural hazards9. Identifies the effects of different natural hazards
16	<ul style="list-style-type: none">1. Pupils can explain physical processes of places2. Pupils can explain human processes of places3. Pupils can recognise distinctive characteristics of places4. Pupils can recognise how conflicting demands on the environment may arise5. Pupils can develop sustainable strategies to manage these environments6. Pupils can suggest appropriate sequences of investigation to answer geographical questions7. Pupils can use a range of relevant and effective geographical skills to illustrate their investigation8. Pupils have used a detailed geographical vocabulary in their investigation9. Pupils can reach conclusions that are consistent with their evidence in their investigation10. Pupils have a good knowledge of places in the U



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17	<ol style="list-style-type: none">1. Pupils make links in their knowledge of the geography of the UK2. Pupils make links in their understanding of the geography of the UK3. Pupils have a wide knowledge of places and environments in Europe4. Pupils have a wide knowledge of places and environments in the wider world5. Pupils explain interactions within and between physical and human processes6. Pupils recognise that human actions may have unintended environmental consequences that can sometimes lead to conflict7. Pupils can plan their own sequence of investigation to answer geographical questions8. Pupils can use a wide range of relevant and complex geographical skills to illustrate their investigation9. Pupils can use a detailed and accurate geographical vocabulary in their investigations10. Pupils can reach detailed substantiated conclusions in their investigations
18	<ol style="list-style-type: none">1. Pupils can analyse the physical and human characteristics of places in the UK2. Pupils have an extensive knowledge and understanding of places and environments in the UK3. Pupils can explain changes in the characteristics of places over time4. Pupils can analyse the interactions between physical and human processes5. Pupils explain the causes and consequences of environmental change6. Pupils can show how the interactions between people and environments can result in complex and unintended changes7. Pupils independently use an effective sequence of investigation8. Pupils select a wide range of skills and use them effectively and accurately to illustrate their data9. Pupils critically evaluate a range of sources10. Pupils present full and coherently argued summaries of their investigations and reach substantiated conclusions