



# Geography Assessment



## Cherry Trees Geography Assessment Overview

Level	Sensory Level Descriptors
1(i)	<ol style="list-style-type: none"> <li>1. Notice auditory stimuli e.g. startle to loud music (1)</li> <li>2. Notice visual stimuli e.g. response to lights (1)</li> <li>3. Notices tactile stimuli e.g. responding to touch (1)</li> <li>4. Notice olfactory stimuli e.g. responding to smell</li> <li>5. Notices vestibular e.g. movement such as rocking</li> <li>6. Obvious reaction to close contact with familiar adult</li> <li>7. Responds to obvious stimuli (3)</li> <li>8. Distress reduced by physical contact</li> <li>9. Distress calmed by calming voice</li> <li>10. Reduces activity in response to touch or voice</li> <li>11. Demonstrates a range of unintentional vocalisation when content</li> <li>12. Demonstrates a range of unintentional vocalisation when distressed</li> <li>13. Demonstrates a range of unintentional vocalisation when hungry</li> <li>14. Demonstrates a range of unintentional vocalisation when in pain</li> <li>15. Demonstrates a range of unintentional vocalisation when tired</li> <li>16. Demonstrates a range of unintentional movements when content</li> <li>17. Demonstrates a range of unintentional movements when distressed</li> <li>18. Demonstrates a range of unintentional movements when hungry</li> <li>19. Demonstrates a range of unintentional movements when in pain</li> <li>20. Demonstrates a range of unintentional movements when tired</li> </ol>
1(ii)	<ol style="list-style-type: none"> <li>1. Demonstrates brief memory for previously presented stimuli (4)</li> <li>2. Fleeting/inconsistent responses to familiar voice/personal identifier (related to 5)</li> <li>3. More consistent reaction to a close adult ( related to 2)</li> <li>4. Intermittent awareness of stimulus in different positions (new)</li> <li>5. Fleeting response to 3 different tactile stimuli ( related to 6)</li> <li>6. Fleeting response to 3 different visual stimuli ( related to 6)</li> <li>7. Fleeting response to 3 different olfactory stimuli ( related to 6)</li> <li>8. Fleeting response to 3 different vestibular stimuli ( related to 6)</li> <li>9. Fleeting response to 3 different auditory stimuli ( related to 6)</li> <li>10. Inconsistent response when talked to.</li> <li>11. Notices new, unfamiliar faces</li> <li>12. Engage in mutual gaze with an adult in a variety of settings.</li> <li>13. Show an awareness of object placed in hand/on body</li> <li>14. Quietens at familiar voice or sound</li> <li>15. Plays at making different vocal sounds alone or with others 'SPLIT'</li> </ol>



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



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



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	<ul style="list-style-type: none"> <li>10. Initiates social game (33)</li> <li>11. Does two different action in sequence to get a reward ( 35)</li> <li>12. Selects from more than two items(36)</li> <li>13. Modifies action when repeating action does not work (38)</li> <li>14. Used preferred mode of communication to say 'hello'.</li> <li>15. To understand how a book works e.g. turn pages, turn the book the correct way round.</li> <li>16. Consistently greet known people in preferred mode of communication</li> <li>17. Consistently select correct symbol to represent main character in a book</li> <li>18. To demonstrate understanding of 5 timetable symbols.</li> <li>19. To independently explore an object in more complex ways, for a sustained period of time.</li> <li>20. Begins to show an interest in actions of other peers.</li> </ul>
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Level	Curriculum Assessment Statements
4	<ul style="list-style-type: none"> <li>1. Begins to group objects i.e. cars, animals</li> <li>2. Anticipates 1 thing that will be seen on a journey</li> <li>3. Gives a creature an appropriate name</li> <li>4. Goes on a visit in the local area</li> <li>5. Discusses their own experiences, linked to the visit</li> <li>6. Shows an awareness of changes in the weather</li> <li>7. Shows an awareness of the purpose of some indoor places</li> <li>8. Shows an awareness of the purpose of some outdoor places</li> <li>9. Draws attention to symbols and signs in the environment</li> <li>10. Indicates a desire to go from outside to inside or visa versa</li> </ul>
5	<ul style="list-style-type: none"> <li>1. With assistance, matches picture to object</li> <li>2. Matches pictures to objects in the environment</li> <li>3. Describes an item that is either hard or soft</li> <li>4. Describes an item that is either hot or cold</li> <li>5. Names 2 properties of an object or animal</li> <li>6. Plays shops to explore the experiences</li> <li>7. Knows how to get to the toilet from class</li> <li>8. Observes the weather</li> <li>9. Talks about what they can see in the environment</li> <li>10. Notices leaves changing colour</li> </ul>



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6	<ol style="list-style-type: none"> <li>Names common objects in the street</li> <li>Names common objects in the classroom</li> <li>Uses terms to describe objects such as soft, hard, hot, cold, long, short, big, small</li> <li>Talks about what they have seen earlier in the day</li> <li>Shows some awareness of danger i.e. hot, road</li> <li>States preferences when given a choice of two objects</li> <li>Moves around the room confidently</li> <li>Knows where people walk</li> <li>Knows where vehicles travel</li> <li>Recognises words or symbols in the environment</li> </ol>
7	<ol style="list-style-type: none"> <li>Correctly uses comparative terms like up/down, big/small, hot/cold, wet/dry, stop/go, in/out, high/low and more/less</li> <li>Knows times of the day: morning, afternoon, meal time, bed time, day and night</li> <li>Describes the movement of an object like forwards, backwards, quickly, slowly, up, down, far and near</li> <li>Knows key terms for locations such as house, flat, garage, shop, church, park</li> <li>Discusses the information contained in a photo/picture</li> <li>Identifies local methods of transport</li> <li>Shows an awareness of a place or habitat i.e. acorns near trees</li> <li>Knows the names of rooms in the house</li> <li>Identifies the differences between summer and winter</li> <li>Sequences 3 pictures of daily activities</li> </ol>
8	<ol style="list-style-type: none"> <li>Knows the meaning of the following geographical words: home, house, buildings, school, factory and offices</li> <li>Pupils can recognise links between objects i.e. car/garage, leaf/tree</li> <li>Pupils can undertake fieldwork in the school grounds</li> <li>Pupils can make a simple tally chart, pictogram or graph of results collected in the field</li> <li>Pupils are aware that people around the world eat different foods</li> <li>Pupils are aware that people around the world have different homes</li> <li>Collects weather observations</li> <li>Can identify features of the place where they live</li> <li>Can identify ways an area has been made safer</li> <li>Pupils can use the terms north, east, south and west correctly</li> </ol>
9	<ol style="list-style-type: none"> <li>Can identify one thing they like and dislike about a place</li> <li>Pupils can locate England on a map</li> <li>Pupils can identify some characteristics of the place where they live: Tamworth</li> <li>Pupils can use a simple atlas to find places</li> <li>Knows the meaning of the following geographical words: address, travel, journey, routes, features</li> <li>Pupils are aware of physical geographical features e.g. mountains, hills, rivers</li> <li>Pupils are aware of human geographical features e.g. church, school, shops</li> <li>Pupils have learnt about/studied their local area</li> </ol>



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	9. Pupils have learnt about/studied 1 country in Europe 10. Pupils have learnt about/studied 1 country in the Americas
10	1. Pupils can use an atlas to find places 2. Can draw a plan or diagram of the classroom 3. Pupils can use a key on a map to understand a range of symbols 4. Pupils can use the 4 points of a compass to follow directions around the classroom and school 5. Pupils can use simple coordinates to locate places on maps 6. Knows where they live: house number, street and town 7. Pupils can name and locate the 4 countries and capitals of the UK 8. Can use the appropriate language to describe the weather 9. Can recognise seasonal changes 10. Has studied a region of the UK (not local area)
11	1. Pupils can use fieldwork to observe, measure and record information 2. Pupils can accurately identify different landforms like beach, cliff, mountain, volcano, river, ocean 3. Pupils can identify some physical/human geographical features of places 4. Pupils understand some of the different types of activities that happen on a farm 5. Pupils have learnt what it is like living in one hot and cold place in the world 6. Pupils have learnt what it is like living in one dry and one wet place in the world 7. Pupils can create a simple chart of the weather 8. Pupils can describe what happens when a volcano erupts 9. Pupils can describe what happens during an earthquake 10. Pupils understand some of the dangers of volcanoes and earthquakes
12	1. Can use 4 figure grid references on a map 2. Makes comparisons and identifies simple differences 3. Can locate hot and cold places in the world in relation to the equator and the north and south poles 4. Identifies key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather 5. Identifies key human features: city, town, village, factory, farm, house, office, shop 6. Can describe the conditions in a biome e.g. the rainforest, polar regions and desert 7. Can name and locate the world's continents 8. Can identify sea, land and water features on a map and on a globe 9. Can name and locate the world's oceans 10. Knows that an island is surrounded by water
13	1. Can name and locate the countries, some cities, rivers and mountains of the UK 2. Can identify the main regions of the UK and describe their main physical and human characteristics 3. Can discuss land use in the local area 4. Can identify the main features or landforms of a coastline



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	<ul style="list-style-type: none"> <li>5. Can identify different types of settlement</li> <li>6. Have investigated UK urban and rural areas</li> <li>7. Can describe the effects of volcanoes and earthquakes</li> <li>8. Can identify the main stages of a river system</li> <li>9. Can identify the main points of the water cycle</li> <li>10. Can identify features of a settlement that show its purpose</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>1. Can identify the position and significance of lines of latitude, longitude to explain day/night and time zones</li> <li>2. Can locate the world's countries, major cities and environmental regions using maps to focus on Europe and North and South America</li> <li>3. Can describe changes to landscape associated with tourism</li> <li>4. Can identify physical features affecting settlement in their own location</li> <li>5. Can explain why some areas are settled and others are not</li> <li>6. Can describe how the local environment may be improved</li> <li>7. Can identify ways of reducing waste in the school</li> <li>8. Can identify the reasons rivers flood</li> <li>9. Can explain how rivers and seas are vulnerable to pollution</li> <li>10. Can identify some methods of controlling flooding</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>1. Can use field work to collect, analyse and draw conclusions from geographical data</li> <li>2. Compares land use in rich and poor countries</li> <li>3. Can compare weather and climate</li> <li>4. Can locate the world's countries, major cities and environmental regions using maps to focus on, e.g. Africa, China, India, Russia, Middle East</li> <li>5. Identifies the effects of the growth of individual settlements</li> <li>6. Can recognise some instances of sustainable development</li> <li>7. Can identify unintentional damage caused by human activity</li> <li>8. Identifies the causes of different natural hazards</li> <li>9. Identifies the effects of different natural hazards</li> </ul>
<b>16</b>	<ul style="list-style-type: none"> <li>1. Pupils can explain physical processes of places</li> <li>2. Pupils can explain human processes of places</li> <li>3. Pupils can recognise distinctive characteristics of places</li> <li>4. Pupils can recognise how conflicting demands on the environment may arise</li> <li>5. Pupils can develop sustainable strategies to manage these environments</li> <li>6. Pupils can suggest appropriate sequences of investigation to answer geographical questions</li> <li>7. Pupils can use a range of relevant and effective geographical skills to illustrate their investigation</li> <li>8. Pupils have used a detailed geographical vocabulary in their investigation</li> <li>9. Pupils can reach conclusions that are consistent with their evidence in their investigation</li> <li>10. Pupils have a good knowledge of places in the U</li> </ul>





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17	<ol style="list-style-type: none"><li>1. Pupils make links in their knowledge of the geography of the UK</li><li>2. Pupils make links in their understanding of the geography of the UK</li><li>3. Pupils have a wide knowledge of places and environments in Europe</li><li>4. Pupils have a wide knowledge of places and environments in the wider world</li><li>5. Pupils explain interactions within and between physical and human processes</li><li>6. Pupils recognise that human actions may have unintended environmental consequences that can sometimes lead to conflict</li><li>7. Pupils can plan their own sequence of investigation to answer geographical questions</li><li>8. Pupils can use a wide range of relevant and complex geographical skills to illustrate their investigation</li><li>9. Pupils can use a detailed and accurate geographical vocabulary in their investigations</li><li>10. Pupils can reach detailed substantiated conclusions in their investigations</li></ol>
18	<ol style="list-style-type: none"><li>1. Pupils can analyse the physical and human characteristics of places in the UK</li><li>2. Pupils have an extensive knowledge and understanding of places and environments in the UK</li><li>3. Pupils can explain changes in the characteristics of places over time</li><li>4. Pupils can analyse the interactions between physical and human processes</li><li>5. Pupils explain the causes and consequences of environmental change</li><li>6. Pupils can show how the interactions between people and environments can result in complex and unintended changes</li><li>7. Pupils independently use an effective sequence of investigation</li><li>8. Pupils select a wide range of skills and use them effectively and accurately to illustrate their data</li><li>9. Pupils critically evaluate a range of sources</li><li>10. Pupils present full and coherently argued summaries of their investigations and reach substantiated conclusions</li></ol>