

## Assessment in Geography at Chacewater

### Pre-assessment (before the teaching of a unit).

**Example: Previous learning** - Year 1: What are the World's hot and cold places like?

**Current learning** - Year 2: What is life like in Mugurameno Village, Zambia compared to Chacewater Village?

#### Pre-assessment - Show what you know/ Socrative/ retrieval

*What are the World's hot and cold places like?*

This can refer to the icon from the previous knowledge as a hook for the children to show dual coding.

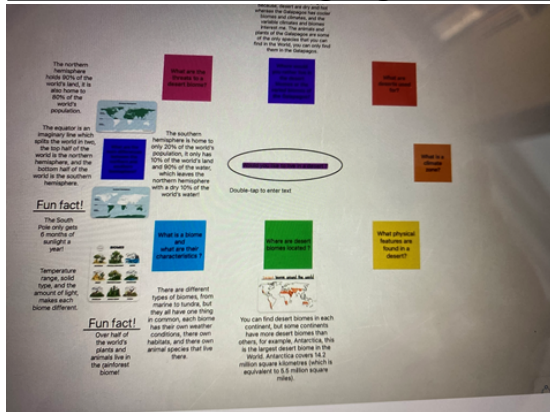
Have the previous unit question on the pre-assessment to encourage children to retrieve knowledge.

#### First lesson of each unit

Each unit always begins with locational knowledge using maps, atlases, globes (KS2 digital/ computer mapping) to locate the continent/ country/ countries this unit will focus on.

Introduce the overarching enquiry question with icons/ shown on the LF from the Geo@ document.

#### Each lesson contains ongoing retrieval assessment



'Assessing progress and understanding' against the lesson enquiry questions which helps teachers to identify those pupils who are secure in their learning. Using free form boards and retrieval practice—using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping/ Socrative.

#### End of unit assessment:

Each unit of work assesses children's understanding and retention of key knowledge and skills (where appropriate) The end point statements clarify what is being assessed and the assessment activities help to ensure that teaching has resulted in coherent and appropriate outcomes. By using an end of unit assessment with one open-ended question this allows for children to write and as the children move into

KS2 tasks encourage the children to 'Write as a Geographer' and make use of appropriate geographical vocabulary.

End of unit assessment - Show what you know/ key knowledge organiser/ quizzes/ writing piece

End of unit Overarching Questions taken from key learning which is shown on knowledge organisers.



1 Writing at length question

Key end point assessment example:

Year 2 Summer 1 Year 2: What is life like in Mugurameno Village, Zambia compared to Chacewater Village?

By the end of the unit children should **know**:

- To know the location and features of Mugurameno, comparing and contrasting it to Chacewater.
- To know the location of Zambia within the African continent.
- To know how the river is used in the village (washing, fishing and water crops (main crops in maize, which is used for making nshima/ a sort of porridge).

By the end of the unit children **should be able to**:

- Use atlases and globes and annotated maps to identify the location of the UK, Europe, Zambia and Africa.
- Look at simple maps, aerial views and photographs of Mugurameno
- Make confident use of the four main compass points when describing the location of the UK, Europe, Zambia and Africa.