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Expectations by the end of the year:	In joining us at the end of year 6	7	8	9	11
Contextual world <u>knowledge</u> of locations, places and features. Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.					
AO1 (15%)	Have simple locational knowledge about individual places and environments in the local area, UK and wider world.	Have begun to develop a framework of world locational knowledge (local, national, global) including significant human and physical features.	Have an extensive knowledge of the world, including significant physical and human features, place and geography in the news.	Have an extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate scales, from local to global.	Have a broader and deeper understanding of locational contexts, including a greater awareness of the importance of scale and the concept of global.
Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space. <ul style="list-style-type: none"> - Making greater sense of the world by organising and connecting information and ideas about people, places, environments and processes. - Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs. 					
AO2 (25%)	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and the environments. They become more adept at comparing places and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial pattern in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between people, places and environments.	Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.	Gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and concepts, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography.
Competence in <u>geographical enquiry</u> and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. <ul style="list-style-type: none"> - Increasing accuracy in investigative skills - Increasing independence in geographical enquiry. 					
AO3 + AO4 (35% + 25%)	Be able to investigate places and environments by asking and answering questions, making observations and using figures (e.g. simple maps, atlases, photographs).	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using figures. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information (e.g. a variety of maps, graphs, and images). They can express and explain their opinions and recognise why others may have different points of view.	Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.	Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation material.

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Grade	AO1 (15%) Demonstrating knowledge	AO2 (25%) Demonstrating understanding	AO3 (35%) Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. 10% in fieldwork contexts	AO4 (25%) Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. 5% fieldwork data
9	<p style="text-align: center;">To achieve a Grade 9 students must meet all of the criteria for a Grade 8.</p> <p style="text-align: center;">Grade 9 will only be awarded to the very top percentage of the National cohort and consequently it is a Grade that can only be obtained through externally assessed work.</p>			
8	I am consistently applying a range of detailed and accurate knowledge that is fully relevant to the question and is place specific.	I consistently understand a range of concepts and apply these accurately to the question and am place specific.	I have a consistent , detailed and accurate interpretation/analysis. I have a consistent , detailed and substantiated evaluation and judgements using fully relevant knowledge. I am consistently referring to specific places.	I am consistently able to select, adapt and use a wide range of complex skills and techniques to investigate questions and issues and communicate my findings. I am consistently linking to specific places.
7	I have a range of secure and accurate knowledge that is fully relevant to the topic or question and is place specific throughout.	I have a secure understanding that is fully relevant to the topic or question and is place specific throughout.	I have a secure and accurate interpretation/analysis. I have a Secure and proven evaluation/judgement using relevant knowledge. I refer to specific places throughout.	I have a secure ability to select, adapt and use a range of more complex skills and techniques to investigate questions and issues and communicate my findings. Linking to specific places where appropriate.
6	I have a thorough knowledge that is directly linked to the topic or question.	I have a thorough understanding that is directly linked to the topic or question.	I have a thorough interpretation/analysis. Followed by a thorough evaluation/judgement using relevant knowledge.	I have a methodical approach to select, adapt and use a range of appropriate skills and techniques to investigate questions and issues and communicate my findings.
5	I have a well-developed , accurate knowledge that is relevant to the question.	I have a well-developed understanding that is relevant to the question.	I have a well-developed interpretation/analysis. I have supported evaluation/judgements through the application of relevant knowledge.	I have a systematic approach to selecting, adapting and using a range of appropriate skills and techniques to investigate questions and issues and communicate my findings.
4	I have a developed knowledge that is relevant to the topic or question.	I have a developed understanding that is relevant to the topic or question.	I have a detailed interpretation/analysis. I have developed evaluations/judgements showing a developed understanding.	I have a clear ability to select, adapt and use a range of appropriate skills and techniques to investigate questions and issues and my communicate findings.
3	I have reasonable knowledge that is relevant to the topic or question.	I have reasonable understanding that is relevant to the topic or question.	I have reasonable accuracy in my interpretation/analysis. I have reasonably supported evaluations leading to reasonably supported judgements as a result of reasonable knowledge and understanding.	I have a reasonable ability to select, adapt and use a range of appropriate skills and techniques to investigate questions and issues and communicate my findings.
2	My knowledge is developing , and is now largely relevant to the topic or question.	My understanding is developing , and is now largely relevant to the topic or question.	I am developing my accuracy in interpretation/analysis. I have partially supported evaluations leading to partially supported judgements as a result of my developing knowledge and understanding.	I have a developing ability to select, adapt and use a range of skills and techniques to investigate questions and issues and communicate my findings.
1	I have a basic knowledge that is becoming more relevant to the topic or question.	I have a basic understanding that is becoming more relevant to the topic or question.	There is some accuracy in my interpretation/analysis. I have basic points to support my evaluations/judgements as a result of my basic knowledge and understanding.	I have some ability to select, adapt and use a range of basic skills and techniques to investigate questions and issues and communicate findings.
F2	I have limited knowledge that is sometimes relevant to the topic or question.	I have limited understanding that is sometimes relevant to the topic or question.	I have limited accuracy in interpretation/analysis. I have an unsupported evaluation/judgement through the limited application of knowledge and understanding.	I have limited ability to select, adapt and use a limited range of skills and techniques to investigate questions and issues and communicate findings.
F1	I am working towards having some knowledge that may not always be relevant to the topic or question.	I am working towards having some understanding that may not always be relevant to the topic or question.	I am working towards having some accuracy in interpretation/analysis/evaluation to be able to make judgements.	I am working towards being able to select, adapt and use different skills and techniques to investigate questions and issues and communicate findings.

Comprehensive – consistently – **extending**; **Level 3** = Thorough – well developed – place specific – **secure**; **Level 2** = Reasonable – developed; **Level 1** = Basic – simple – **developing**; Limited

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Monitoring progress

Scale/focus	In practice this will look like...	Evidence of progress:
Short term Day-to-day Within lessons Knowledge/skills recall	Assessment for learning. Questioning. Formative feedback from peer/self-assessment. Mini tests/quizzes.	Within lessons and in pupils ongoing learning and responses to feedback.
Frequent Basic knowledge/skills	Small tests. Identified pieces of homework/prep In-depth self/peer/teacher marking against a criteria.	Small progress checks. Might be given a number or a level of response. Within lessons and in ongoing learning and responses to feedback. Also of student confidence.
Half termly Assessment objective(s) Reported to parents	Criteria marking linked to 1-9 assessment objective criteria. Extended writing.	Against 1-9 assessment objective criteria. Platinum/gold/silver/bronze progress awarded linked to age related expectations/targets. Opportunities to review when assessment criteria is being re-assed at other points. Moderation and identification of exemplars to create a portfolio for each criteria.
Long term Assessment objectives Reported to parents	End of year synoptic paper drawing together all learning and assessment objectives. Decision making exercises. Extended writing.	As above but an opportunity to look at progress across assessment objectives.



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Assessment overview

Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 Key places, environments.	AO3 – What is the biggest challenge facing GB?	AO1 – physical characteristics	AO3 – What is the future for Antarctica?	AO3 – What is the future for Las Vegas?	AO2 – Extreme environments face many threats caused by humans. Discuss this view.	End of year assessment on all the topics from the year. AO1, AO2, AO3
8 Global scale.	AO1 – Location and causes of tectonic hazards.	AO1 – Location and causes of weather related hazards.	AO2 – Explain why some countries are richer than others.	AO3 – How should the USA prepare for their next natural disaster?	AO4– Africa a continent of contrasts - Skills	End of year assessment on all the topics from the year. AO1, AO2, AO3
9 – GCSE Will change if timetable reveals split classes have been removed.	Unit 3 – Developing Ghana	Unit 1 – Distinctive landscapes (glaciation)	Unit 1 – Distinctive landscapes + Unit 2 – Dynamic development	Unit 2 – Urban Futures	Unit 3 – 2018 unit 3 paper Rio	Unit 3- Typhoon Haiyan
10 Will change if timetable reveals split classes have been removed.	Unit 1 – Distinctive landscapes + global hazards Unit 2 – Dynamic Development + resource reliance	Unit 3 – How could living in London be more sustainable?	Unit 1 – Global hazards, Distinctive landscapes, Ecosystems, Fieldwork	Unit 3 – How should the USA prepare for their next natural disaster?	Unit 2 –Dynamic development, Urban futures, resource reliance, fieldwork	Unit 3 – Where should the UK get its energy from in the future?
11	Unit 3 – Impacts of climate change on Malawi	SAMS 2 – Unit 1	SAMS 1 – unit 2	2017 papers Unit 1, 2 and 3	GCSE exams – OCR B Unit 1 – Tuesday 22 nd May (pm) Unit 2 – Tuesday 5 th June (pm) Unit 3 – Monday 11 th June (pm)	

NB: AO4 will also be assessed throughout years 7-10 through fieldwork opportunities TBC.



Learning Overview:

Year:	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
7 Key places/ environments	Is Great Britain still great?		What is the value of our natural world?			How are China's human and physical features linked? - Mapping/location - Different landscapes - Population - Climate - Chinese Cinderella – history of Chinese culture
	What challenges does GB face? - Population (ageing) - Migration - Tourism (Heathrow debate)	What are the key physical characteristics of GB? - Mapping - Climate and associated weather - Coasts - Rivers	Is there more to polar environments than ice? - Mapping - Climate - Uses - Future (sustainable management)	What is the potential of hot arid areas? - Location - Climate - Uses - Issues – resource reliance (water)	Why should tropical rainforests matter to us? - Mapping - Characteristics - Uses - Future (sustainable management)	
8 Global	Natural hazards		Why are some countries richer than others? - AC/EDC/LIDC - Measures of development - MDGs - Trade/Aid - Development projects	Japan Used as a case study to apply learning from previous 3 topics. - Why is it a multi hazardous environment? - Why does Japan have a contrasting climate? - Where do people live in Japan? - How does life vary living in urban/rural Japan?	Africa: A continent of contrasts? - Physical characteristics - Variations in wealth - Urban and rural areas in LIDCs - Population/health/education - Development issues – MDGs Geographical skills Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Do we have enough resources? - Water - Food - Energy
	How do plate tectonics shape our world? - Global distribution - Plate boundaries - Earthquakes - Tsunamis - Volcanoes	How can weather be hazardous? - Weather/climate - Extreme weather - Tropical storms - droughts				

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				- How developed is Japan?		
9	Unit 2: Dynamic development (To include DME and skills in all units)	Unit 1: Distinctive landscapes (To include DME and skills in all units)	Unit 2: Urban futures (To include DME and skills in all units)	Unit 1: Global hazards (To include DME and skills in all units)		
10	Unit 2: Resource Reliance (To include DME and skills in all units)	Unit 1: Ecosystems (To include DME and skills in all units)	Unit 2: UK in the 21st Century (To include DME and skills in all units)			
11	Changing Climate (To include DME and skills in all units)	Revision: GCSE exams – OCR B provisional dates: Unit 1 = 21st May (pm) Unit 2 = 5th June (pm) Unit 3 = 12th June (pm)				