

## Geography Curriculum Intent

The Vyners Geography department will ensure all students gain an understanding and appreciation for the world we share, whilst providing students with the skills they require to be prepared for the challenges of the future. Our focus is that students make progress within their geographical educational career, leaving school having made progress toward their best academic results.

**KS3** In KS3, pupils build upon the skills they have learnt in KS2. In the first half of the Y7 academic year, pupils recap key Geographical skills, alongside developing their understanding of the UK. As KS3 progresses pupils consolidate and extend their knowledge of the world's major countries and their physical and human features. Students will learn how geographical processes interact to create distinctive human and physical landscapes that change over time. They will develop greater competencies in their knowledge, approaches and skills in data analysis.

Learning is focused on both physical and human Geography. Within physical Geography, topics rather to geological timescales, weather and climate and coasts. Human Geography encompasses population and urbanisation, development, and economic activity. Students will extend their location knowledge and spatial awareness of the world focusing specifically on Africa and Asia. As well as developing an understanding of climatic regions such as the Middle East, the Arctic and Antarctic.

**Year 7**  
In Year 7, students will develop their understanding of the basics of Geography learnt KS2. To help all students consolidate their learning, we recap the basics of map skills and the context of the United Kingdom. Students then begin to learn the main Geographical concepts that they build upon throughout their Geographical career. Students end the year applying their knowledge to the case study of Kenya in Africa.

**Year 8**  
Students in Year 8 further develop their understanding of Human and Physical Geography by learning how geographical processes interact to create distinctive human and physical landscapes that change over time. They are made aware of the complexities of the world around them. At the end of Year 8 students consolidate their learning applying concepts to the topics of Asia, focusing specifically on China and India.

**Year 9**  
Within Year 9 students will build upon the foundations of KS3 to gain greater depth of their studies moving forward in Geography Apply their knowledge to more complex topics, such as 'Geography of-' where students study individual Geographical aspects in detail, linking them to prior learning. Students will develop key skills that will link into the National Curriculum for Key Stage 3 and develop the baseline skills for a future study of Geography.

**KS4** For GCSE we study the OCR B (Geography for enquiring minds) exam board specification. This GCSE qualification aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow learners to be engaged in the subject matter and understand how the content is relevant to their lives and ensures learners are discovering the basis of geographical knowledge and how the scope of the subject is changed by the questions which are asked.

The qualification integrates fieldwork and geographical skills into the content and assessments, giving a holistic approach to their assessment. The fieldwork consists of both human and physical elements which is assessed within students Y11 examinations. Learners are provided with a solid

	grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for Geography to encourage an interest in the subject beyond academic achievements, for the rest of their life.
<b>KS5</b>	At A-level students will study the Edexcel exam board. This specification encourages students to gain a further developed knowledge and understanding of the subject. This course will enable students to be inspired by their geographical understanding, to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students will grow as independent thinkers when developing their own enquiry process for their Non-Exam Assessment Coursework based on the skills they develop through the fieldwork. Students will develop personally to become informed and engaged citizens, who understand the role and importance of Geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

*\*Blue Italics are assessment points mapped into the curriculum implementation - note, some are subject to change.*

<b>Geography Curriculum Implementation</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	<p><b><u>Geography Skills</u></b></p> <p>Understand the key concepts of Geography.</p> <p>Develop the key skills used throughout Geography including scale, distance and OS Maps.</p> <p>Interpret a range of resources and mapping skills.</p> <p><i>Exam style paper</i></p> <p><i>Mapping</i> <i>Scale</i> <i>Distance</i></p>	<p><b><u>Weather and Climate</u></b></p> <p>Understand the key processes and features involved in weather and climate.</p> <p>Interpret local weather maps, global climate maps, satellite images, climate graphs and weather data.</p> <p>Pupils conduct a microclimate fieldwork study around the school.</p> <p><i>Fieldwork report</i></p> <p><i>Weather systems</i> <i>Weather hazards</i></p>	<p><b><u>UK Context</u></b></p> <p>Understand the structure of the UK as a collection of nations.</p> <p>Understand the political system of the UK and the differences between the north to the south as well as from an urban to rural area.</p> <p>Interpret the UK's position within the world.</p> <p><i>Research project</i></p> <p><i>Place</i> <i>Inequalities</i></p>	<p><b><u>Coastlines</u></b></p> <p>Understand, through the use of detailed place based examples, the key processes relating to coastal landforms and human use of coastal areas.</p> <p>Interpret maps, diagrams and aerial photos.</p> <p>Interpret Ordnance Survey maps, including grid references.</p> <p><i>Exam style paper</i></p>	<p><b><u>Population and Urbanisation</u></b></p> <p>Understand the key processes relating to population growth, and distribution.</p> <p>Understand how population change interacts to influence environments, and climate, and how human activity relies on the effective functioning of natural systems.</p> <p>Interpret a range of sources of geographical</p>	<p><b><u>The Geography of Africa: Kenya</u></b></p> <p>Expand locational knowledge and deepen spatial awareness of the world's countries, using maps of the world to focus on Africa, its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b><u>Kenya case study</u></b> Students will be taught to understand geographical similarities,</p>

	<p><i>4 and 6 figure grid</i> <i>GIS</i> <i>Human and Physical Geography</i></p>	<p><i>Climate systems</i> <i>Climate zone</i> <i>Choropleth maps</i> <i>Earth systems</i></p>	<p><i>Development</i> <i>Governance</i> <i>Economics</i> <i>Mapping</i> <i>Migration</i> <i>Diversity</i> <i>Interconnection</i></p>	<p><i>Human-environment interaction</i> <i>Place</i> <i>Economic structure</i> <i>Physical features</i> <i>Geomorphic processes</i></p>	<p>information including maps and graphs.</p> <p><i>End of Year Assessment</i></p> <p><i>Distribution</i> <i>Place</i> <i>Graphs</i> <i>Mapping</i> <i>Development</i> <i>Interconnection</i></p>	<p>differences and links between places through the study of the human and physical geography of a region in Africa - Kenya.</p> <p><i>Research Project</i></p> <p><i>Place</i> <i>Mapping</i> <i>Development</i> <i>Interconnection</i> <i>Human-environment interaction</i></p>
<p><b>Year 8</b></p>	<p><b><u>Restless Earth</u></b></p> <p>Understand the key processes involved in tectonic processes around the world.</p> <p>Understand how tectonic events (volcanoes and earthquakes) have impacts around the globe.</p> <p>Analyse why humans rely on volcanoes in certain parts of the world.</p> <p><i>Exam style paper</i></p>	<p><b><u>Global Connections</u></b></p> <p>Identify inequalities within the world, such as poverty, and understand how development and global connection can influence these factors.</p> <p>Analyse the comparisons between countries, focusing on why some are winners and other losers of globalisation.</p> <p><i>Research project</i></p>	<p><b><u>Rivers and Flooding</u></b></p> <p>Understand how geographical processes interact to create distinctive human and physical landscapes that change over time.</p> <p>Understand how human activity relies on effective functioning of natural systems.</p> <p>Understand, through the use of detailed place-based examples, the key processes relating to hydrology.</p>	<p><b><u>Sustainability</u></b></p> <p>Understand and explore the different resources and how they are used within different areas of the world.</p> <p>Evaluate the importance of resources and discuss the future use of resources.</p> <p>Focus on the following resources:</p> <p>Food insecurity, water scarcity, fossil fuels and renewables.</p>	<p><b><u>Russia</u></b></p> <p>Develop knowledge of Russia, its physical and human geography.</p> <p>Interpret and produce maps and graphs. Analyse and interpret diagrams and photos.</p> <p>Communicate geographical information through extended writing.</p> <p><i>End of Year Assessment</i></p>	<p><b><u>Asia: China and India</u></b></p> <p>Interpret maps and develop knowledge of human and physical characteristics.</p> <p>Understand the contrasts between the rapid development of the urban areas compared to their rural areas, focusing on megacities, slum and remote rural villages.</p> <p>Understand how human processes impact the environment and people.</p>

			Interpret a range of sources of geographical information, including Ordnance Survey maps and diagrams.  <i>Fieldwork report</i>	<i>Research project</i>		Evaluate the significance of China and India within a globalised 21st Century.  <i>Research project</i>
<b>Year 9</b>	<p><b><u>War and Conflict</u></b></p> <p>Understand the scale and causes of conflict. Interpret maps to develop an understanding on why conflict occurs.</p> <p>Identify and analyse the impacts of conflict on a range of Geographical factors.</p> <p>Evaluate the different methods of peacebuilding and sustainable rebuilding.</p> <p><i>Research project</i></p>	<p><b><u>Geography of-</u></b></p> <p>Develop an understanding of Geography by applying key aspects and themes to a variety of wider concepts.</p> <p>Interpret OS maps, GIS and statistical data to explain the relevant importance to the factor being discussed.</p> <p><i>Exam style paper</i></p>	<p><b><u>The Middle East</u></b></p> <p>Interpret various maps of the Middle East and identify important features.</p> <p>Understand the importance of the Middle East to global political influence.</p> <p>Evaluate the role of the Middle East's importance in global politics.</p> <p><i>Research project</i></p>	<p><b><u>Antarctica vs the Arctic</u></b></p> <p>Understand and compare the similarities and differences between two poles.</p> <p>Explain the importance of the two poles in the natural balance of the world.</p> <p>Assess and evaluate the uses of the two poles and how they are protected.</p> <p><i>Paper 3 Exam style paper</i></p>	<p><b><u>Dynamic Development</u></b></p> <p><i>Human Geography Paper 2 topic</i></p> <p>What is development and how can it be measured?</p> <p>What has led to uneven development?</p> <p><i>Human Geography Paper 2 topic</i></p> <p>How has an LIC developed so far?</p> <p>What global connections influence its development?</p> <p>What development strategy is most appropriate?</p> <p><i>End of Year Assessment</i></p>	<p><b><u>Our Natural World</u></b></p> <p>Develop and apply prior knowledge to more complex natural aspects of planet earth.</p> <p>Understand the interactions between humans and the environment in which they live.</p> <p><i>Paper 3 Exam style paper</i></p>
<b>Year 10</b>	<p><b><u>Global Hazards</u></b></p> <p><i>Physical Geography</i></p>	<p><b><u>UK 21st Century</u></b></p> <p><i>Human Geography</i></p>	<p><b><u>Sustaining Ecosystems</u></b></p>	<p><b><u>Urban Futures</u></b></p> <p><i>Human Geography</i></p>	<p><b><u>Distinctive Landscapes</u></b></p>	<p><b><u>Physical Fieldwork</u></b></p>

	<p><i>Paper 1 topic</i></p> <p>Why do we have weather extremes?</p> <p>When does extreme weather become hazardous?</p> <p>What processes occur at plate boundaries?</p> <p>How can tectonic movement be hazardous?</p> <p>How does technology have the potential to save lives in hazard zones?</p> <p><i>Exam style paper</i></p>	<p><i>Paper 2 topic</i></p> <p>What does the UK look like in the 21st Century?</p> <p>How is the UK's population changing?</p> <p>How is the UK's economy changing?</p> <p>What is the UK's political role in the world?</p> <p>How is the UK's cultural influence changing?</p> <p><i>Exam style paper</i></p>	<p><i>Physical Geography Paper 1 topic</i></p> <p>What are ecosystems?</p> <p>What biodiversity exists in tropical rainforests?</p> <p>Why are tropical rainforests being 'exploited' and how can this be managed sustainably?</p> <p>What is it like in Antarctica and the Arctic?</p> <p>How are humans seeking a sustainable solution for polar environments?</p> <p><i>Exam style paper</i></p>	<p><i>Paper 2 topic</i></p> <p>How is the global pattern of urbanisation changing?</p> <p>What does rapid urbanisation mean for cities?</p> <p>What is life like for people in a city?</p> <p>How can cities become more sustainable?</p> <p><i>Exam style paper</i></p>	<p><i>Physical Geography Paper 1 topic</i></p> <p>What is a landscape?</p> <p>Where are the physical landscapes of the UK?</p> <p>What physical processes shape landscapes?</p> <p>What are the characteristics of your chosen landscapes?</p> <p><i>Exam style paper</i></p>	<p><i>Paper 1 topic</i></p> <p>Opportunity, in line with the OCR B specification requirements.</p> <p>Students will investigate river processes.</p> <p><b><u>Human Fieldwork</u></b></p> <p><i>Paper 2 topic</i></p> <p>Opportunity, in line with the OCR B specification requirements.</p> <p>Students will investigate the quality of life and land use.</p> <p><i>Paper 3 Exam style paper</i></p>
Year 11	<p><b><u>Resource Reliance</u></b> <i>Human Geography Paper 2 topic</i></p> <p>How has increasing demand for resources affected our planet?</p> <p>What does it mean to be food secure?</p>	<p><b><u>Exam Retrieval</u></b></p> <p>Supporting students with their revision of all paper 1 and paper 2 topics (covered so far):</p> <p>Paper 1:</p> <ul style="list-style-type: none"> <li>- Global Hazards</li> <li>- Sustaining Ecosystems</li> </ul>	<p><b><u>Changing Climate</u></b> <i>Physical Geography Paper 1 topic</i></p> <p>What evidence is there for climate change?</p> <p>Is climate change a natural process?</p>	<p><b><u>Geographical Exploration</u></b> <i>Paper 3</i></p> <p>The assessment of this component will be fully synoptic drawing on both the Our Natural World (Paper 1) and People and Society (Paper 2) components. As such, there is no</p>	<p><b><u>Exam Consolidation</u></b></p> <p>Supporting students with their revision of all paper 1, paper 2 topics, plus paper 3 techniques/skills:</p> <p>Paper 1 <i>Physical Geography</i>:</p> <ul style="list-style-type: none"> <li>- Global Hazards</li> </ul>	

	<p>How can countries ensure their food security?</p> <p>How sustainable are these strategies?</p> <p><i>Exam style paper</i></p>	<ul style="list-style-type: none"> <li>- Distinctive Landscapes</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>- Urban Futures</li> <li>- Dynamic Development</li> <li>- UK 21st Century</li> <li>- Resource Reliance</li> </ul> <p>Paper 3: <i>December Mock</i></p>	<p>Why is climate change a global issue?</p> <p><i>Exam style paper</i></p>	<p>specific content prescribed within the assessment of this component, as students are required to apply prior learning in relation to a specific unseen country context.</p> <p><i>Paper 3 Exam style paper</i></p>	<ul style="list-style-type: none"> <li>- Changing Climate</li> <li>- Sustaining Ecosystems</li> <li>- Distinctive Landscapes</li> </ul> <p>Paper 2 <i>Human Geography</i>:</p> <ul style="list-style-type: none"> <li>- Urban Futures</li> <li>- Dynamic Development</li> <li>- UK 21st Century</li> <li>- Resource Reliance</li> </ul> <p>Paper 3:</p> <ul style="list-style-type: none"> <li>- Geographical skills</li> <li>- Analysis techniques</li> </ul>	
<p><b>Year 12</b></p> <p><b>Human and physical topics taught over the same time - two different teachers</b></p>	<p><b><u>Tectonic Processes and Hazards</u></b> <i>Physical Geography Paper 1 topic</i></p> <p>EQ1: Why are some locations more at risk from tectonic hazards?</p> <p>EQ2: Why do some tectonic hazards develop into disasters?</p> <p><b><u>Globalisation</u></b></p>	<p><b><u>Tectonic Processes and Hazards</u></b> <i>Physical Geography Paper 1 topic</i></p> <p>EQ3: How successful is the management of tectonic hazards and disasters?</p> <p><b><u>Globalisation</u></b> <i>Human Geography Paper 2 topic</i></p> <p>EQ3: What are the consequences of globalisation for</p>	<p><b><u>Coastal Landscapes and Change</u></b> <i>Physical Geography Paper 1 topic</i></p> <p>EQ1: Why are coastal landscapes different and what processes cause these differences?</p> <p>EQ2: How do characteristic coastal landforms contribute to coastal landscapes?</p>	<p><b><u>Coastal Landscapes and Change</u></b> <i>Physical Geography Paper 1 topic</i></p> <p>EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</p> <p><b><u>Regenerating Places</u></b> <i>Human Geography Paper 2 topic</i></p>	<p><b><u>Coastal Landscapes and Change</u></b> <i>Physical Geography Paper 1 topic</i></p> <p>EQ4: How can coastlines be managed to meet the needs of all players?</p> <p><b><u>Regenerating Places</u></b> <i>Human Geography Paper 2 topic</i></p> <p>EQ4: How successful is regeneration?</p>	<p><b><u>Fieldwork</u></b></p> <p><i>1 Day: Stratford Investigation into Urban Regeneration of Canary Wharf and Stratford.</i></p> <p><i>4 Day residential: Cornwall Human Regeneration Investigation. Cornwall Physical Coastal processes Investigation.</i></p>

	<p><i>Human Geography Paper 2 topic</i></p> <p>EQ1: What are the causes of globalisation and why has it accelerated in recent decades?</p> <p>EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</p> <p><i>Exam style paper</i></p>	<p>global development and the physical environment and how should different players respond to its challenges?</p> <p><i>Exam style paper</i></p>	<p><b><u>Regenerating Places</u></b> <i>Human Geography Paper 2 topic</i></p> <p>EQ1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place.</p> <p>EQ2: Why might regeneration be needed?</p> <p><i>Exam style paper</i></p>	<p>EQ3: How is regeneration managed?</p> <p><i>Exam style paper</i></p>	<p><b><u>Coursework (NEA) Independent Investigation</u></b></p> <p>Plan investigation focus.</p> <p>Methodology.</p> <p><i>Exam style paper</i></p>	<p>Skills and techniques taught over the two fieldwork opportunities can be applied to students' own Independent Investigations (NEA).</p> <p><b><u>Coursework (NEA) Independent Investigation</u></b></p> <p>Methodology</p> <p>Data Collection</p> <p><b><u>The Water Cycle and Water Insecurity</u></b> <i>Physical Geography Paper 1 topic</i></p> <p>EQ1: What are the processes operating within the hydrological cycle from global to local scale?</p> <p><b><u>Superpowers</u></b> <i>Human Geography Paper 2 topic</i></p> <p>EQ1: What are superpowers and how have they changed over time?</p> <p><i>Exam style paper</i></p>
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<p><b>Year 13</b></p> <p><b>Human and physical topics taught over the same time - two different teachers</b></p>	<p><b><u>The Water Cycle and Water Insecurity</u></b>  <i>Physical Geography Paper 1 topic</i></p> <p>EQ2: What factors influence the hydrological system over short- and long-term timescales?</p> <p><b><u>Superpowers</u></b>  <i>Human Geography Paper 2 topic</i></p> <p>EQ2: What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p><b><u>Coursework (NEA) Independent Investigation</u></b></p> <p>Investigation Introduction</p> <p>Data Presentation</p> <p>Data analysis</p> <p><i>Exam style paper</i></p>	<p><b><u>The Water Cycle and Water Insecurity</u></b>  <i>Physical Geography Paper 1 topic</i></p> <p>EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p> <p><b><u>Superpowers</u></b>  <i>Human Geography Paper 2 topic</i></p> <p>EQ3: What spheres of influence are contested by superpowers and what are the implications of this?</p> <p><b><u>Coursework (NEA) Independent Investigation</u></b></p> <p>Conclusion</p> <p>Evaluation</p> <p><b><u>Paper 3 preparation</u></b></p> <p>Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content</p>	<p><b><u>The Carbon Cycle and Energy Security</u></b>  <i>Physical Geography Paper 1 topic</i></p> <p>EQ1: How does the carbon cycle operate to maintain planetary health?</p> <p>EQ2: What are the consequences for people and the environment of our increasing demand for energy?</p> <p><b><u>Health, Human Rights and Intervention</u></b>  <i>Human Geography Paper 2 topic</i></p> <p>EQ1: What is human development and why do levels vary from place to place?</p> <p>EQ2: Why do human rights vary from place to place?</p> <p><b><u>Paper 3 preparation</u></b></p> <p>Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from</p>	<p><b><u>The Carbon Cycle and Energy Security</u></b>  <i>Physical Geography Paper 1 topic</i></p> <p>EQ3: How are the carbon and water cycles linked to the global climate system?</p> <p><b><u>Health, Human Rights and Intervention</u></b>  <i>Human Geography Paper 2 topic</i></p> <p>EQ3: How are human rights used as arguments for political and military intervention?</p> <p>EQ4: What are the outcomes of geopolitical interventions in terms of human development and human rights?</p> <p><i>Exam style paper</i></p>	<p><b><u>Final exam preparation</u></b></p> <p>Supporting students with their revision of all paper 1, paper 2 topics, plus paper 3 techniques/skills.</p>	
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		drawn from different parts of the course. <i>Exam style paper</i>	compulsory content drawn from different parts of the course. <i>Exam style paper</i>			
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		<b>Geography Curriculum Impact KS3</b>		
		<b>FORMATIVE;</b> <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	<b>SUMMATIVE;</b> <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark (High Stakes Assessment).</i>	<b>EVALUATIVE;</b> <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
<b>TI M E S C A L E</b>	<b>Annually</b>	Formative assessment is seen through year 7 and 8 (KS3). Examples include: end of lesson kerboodle tests; kerboodle home learning; google form quizzes; in class questioning and mini assessment/quizzes; group discussion and presentation; research tasks.  For Year 8 the use of previous Year 7 data can be used by staff in order to make formative judgements of students' performance and understanding.	Formal End of Year examinations are a part of the Key Stage 3 to track student progress across the Key Stage, allowing for a flight path to be created into GCSE.	The Geography Department tracks and evaluates summative assessment performance across the year to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.  Departmental data spreadsheets are kept centrally on the subject drive. These are updated with all student data in KS3, and regularly monitored by the subject leader.
	<b>Interim (termly or half-termly)</b>	The schemes of learning are set out in half term courses/units.  Throughout the learning, teacher formative assessment is completed and teachers therefore inform their planning in accordance with each class's formative assessment progress.	End of Topic assessments are used to assess students progress from the formative baseline assessment completed at the start of the year.  Teachers: <ul style="list-style-type: none"> <li>- Evaluate student learning at the end of a certain teaching period.</li> <li>- Evaluate their teaching practice and lessons in line with Summative Assessment outcomes.</li> </ul>	At the end of every topic, usually every half term, students complete an assessment which is then marked and students receive feedback. This allows the staff to identify their classes specific areas of improvement and reteach content and address misconceptions.

		<p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of topic/style/issue based work are completed.</p>	<p>4 formal assessment points across each year at the end of each unit.</p> <p>Levels based upon the following levels:</p> <ul style="list-style-type: none"> <li>- Mastery</li> <li>- Secure</li> <li>- Emerging</li> <li>- Developing</li> </ul> <p>Written feedback and student responses in the form of react should be evident. These are in student assessment books or folders/exercise books.</p>																		
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	<b>Weekly</b>	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>• Success criteria</li> <li>• Model answers</li> <li>• Low stakes testing on key concepts, processes, locations and features.</li> <li>• End of lesson kerboodle tests.</li> <li>• Kerboodle home learning.</li> <li>• Google form quizzes.</li> </ul> <p>Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 'reacted' to.</p>		<p>Throughout KS3, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p>
	<b>Hourly</b>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>• Focused questioning</li> <li>• Tiered verbal questioning (Bloom's taxonomy)</li> <li>• Mini test and plenaries.</li> <li>• Use of keywords and learning word walls throughout lessons.</li> <li>• End of lesson kerboodle tests.</li> <li>• Kerboodle home learning.</li> <li>• Google form quizzes.</li> <li>• In class questioning and mini assessment/quizzes.</li> <li>• Group discussion and presentation; research tasks.</li> </ul>		<p>The use of regular assessment for learning allows for teachers to address misconceptions and reteach any content where misconceptions are located.</p>

	<p align="center"><b>FORMATIVE;</b> <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i></p>	<p align="center"><b>SUMMATIVE;</b> <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark (High Stakes Assessment).</i></p>	<p align="center"><b>EVALUATIVE;</b> <i>This is about institutional accountability and comes after terminal exams. External agencies.</i></p>
<p align="center"><b>T I M E S C A L E</b></p>	<p><b>Annually</b></p> <p>At KS4 target grades are to measure student progress across the year. These targets are based on a flight path from KS3 data.</p> <p>All attainment data is logged in centralised department trackers across the year which is monitored closely by the subject leader.</p> <p>Progress checks use both summative but also formative assessment.</p>	<p>Formal Mock Examinations are a part of the Key Stage 4 to track student progress and allow for targeted intervention as the exams approach.</p> <p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>- Mock Exam - 1 paper encompassing all topics. Designed in an exam style.</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>- Mock examinations (December) - based upon all topics taught to this point in year 9, 10 and 11.</li> </ul>	<p>Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of Key Stage 4.</p> <p><b>GCSE exam board:</b> OCR B GCSE</p> <p><b>Exam structure:</b></p> <p>Paper 1</p> <ul style="list-style-type: none"> <li>- Our Natural World - 35%</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>- People and Society - 35%</li> </ul> <p>Paper 3</p> <ul style="list-style-type: none"> <li>- Geographical Exploration - 30%</li> </ul> <p>Geography teachers use and evaluate summative assessment across the year to form a holistic view of student performance and progress. This is used alongside summative data to form judgements on pupil performance inform teaching, feedback, targets and intervention strategies.</p>
	<p><b>Interim (termly or half-termly)</b></p> <p>End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or rewrite these to come into line with their target grades.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>- Evaluate student learning at the end of a certain teaching period.</li> <li>- Evaluate their teaching practice and lessons in line with Summative Assessment outcomes.</li> </ul> <p>4 formal assessment points across each year at the end of each unit. The assessments are cumulative, so the most recent unit, plus another unit are examined at each point.</p>	<p>Half term units of topic/style/issue based work are completed. Each topic has a handout to be stuck in at the beginning of the topic outlining the specification and therefore acts as a tick sheet/revision guide.</p>

		<p>Summative assessment also seen in the form of mid-topic assessments.</p> <p>Levels based upon raw mark boundaries at GCSE grading criteria 1-9.</p> <p>Written feedback and student responses in the form of react should be evident. These are in student assessment books or folders/exercise books.</p>		
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<b>T I M E S C A L E</b>	<b>Annually</b>	<p>At Key Stage 5 (KS5) the use of aspirational ALPS +1 targets are to measure student progress across the year.</p> <p>All attainment data is logged in centralised department trackers across the year which is heavily monitored by the subject leader.</p> <p>Across the year students who under attain will rewrite essays or retake tests until they perform in line with their target grades.</p>	<p><b>Year 12:</b></p> <ul style="list-style-type: none"> <li>- End of Year assessment - based upon all topics taught in year 12.</li> </ul> <p><b>Year 13:</b></p> <ul style="list-style-type: none"> <li>- Mock Examinations (December) - based upon all topics taught to this point in year 12 and 13.</li> </ul>	<p>Nationally standardised summative assessment takes the form of A-levels and vocational qualifications at the end of Key Stage 5.</p> <p><b>A-level exam board:</b> Edexcel A-level</p> <p><b>Exam structure:</b></p> <p>Paper 1</p> <ul style="list-style-type: none"> <li>- Physical Geography - 30%</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>- Human Geography - 30%</li> </ul> <p>Paper 3</p> <ul style="list-style-type: none"> <li>- Synoptic Paper - 20%</li> </ul> <p><i>Coursework</i></p> <ul style="list-style-type: none"> <li>- <i>Independent investigation</i> - 20%</li> </ul>
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		<ul style="list-style-type: none"> <li>- Scaffold feedback to students for effective self/peer assessment.</li> <li>- Exam questions set fortnightly according to schemes of work - students submit for marking and feedback given.</li> </ul> <p>Students role:</p> <ul style="list-style-type: none"> <li>- Engage in self assessment.</li> <li>- Engage in peer assessment.</li> <li>- Be proactive in ReACT tasks.</li> <li>- Revise content.</li> <li>- Redraft and submit work which is completed to the best of their abilities.</li> <li>- Identify their own strengths and weaknesses and ask for support from their subject teachers.</li> </ul>		
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