

Geography Curriculum Intent

The intent of the Vyners geography department is to ensure all students gain an understanding and appreciation for the world we share.

The aim? To highlight the importance of our world to our students!

<p>Years 7 and 8</p>	<p>In KS3, pupils consolidate and extend their knowledge of the world's major countries and their physical and human features. They will learn 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. They will develop greater competencies in their knowledge, approaches and skills in data analysis. Students will extend their location knowledge and depend spatial awareness of the world countries including Africa, Asia and other climatic regions such as deserts, as well as countries and major cities. 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 build on their knowledge and understanding from KS2, filling gaps and rectifying misconceptions as well as preparing them for GCSE</p>
<p>Year 9 Transition Year</p>	<p>All students in Year 9 study this subject. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Some appropriate GCSE content will be covered from the autumn term of Year 9.</p>
<p>Years 10 and 11</p>	<p>At GCSE level we follow the OCR B (geography for enquiring minds) GCSE exam board. 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 them. An enquiry approach to geography ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. Study, contextualised through exciting topics, will allow learners to easily engage with the subject matter. The qualification integrates fieldwork and geographical skills into the content and assessments, giving a holistic approach to their assessment. This will ensure these skills are embedded within teaching and learning. This GCSE in Geography B (Geography for Enquiring Minds) will provide learners 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 within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life.</p>
<p>Year 12 and 13</p>	<p>At A-level we follow the Edexcel exam board. This specification for the discipline of geography encourages students to gain enjoyment, satisfaction and a sense of achievement as they develop their knowledge and understanding of the subject. This A Level 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</p>

independent thinkers and as 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.*

Geography Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Geography and You</u></p> <p>Understand the key concepts of Geography.</p> <p>Understand 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>Geography and You End of Unit Assessment</i></p>	<p><u>UK Context</u></p> <p>Understand the structure of the UK as a collection of nations.</p> <p>Understand the political system of the UK.</p> <p>Understand how the UK is different moving from 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>UK Context End of Unit Assessment.</i></p>	<p><u>Weather and Climate</u></p> <p>Understand the key processes involved in weather and climate.</p> <p>Understand the key features of UK weather.</p> <p>Interpret local weather maps, global climate maps, satellite images, climate graphs and weather data</p> <p><u>Climate Change</u></p> <p>Understand the key processes involved in the change in climate from the Ice Age to the present.</p> <p>Understand how human processes</p>	<p><u>Rivers and Flooding</u></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>Interpret a range of sources of geographical information, including maps and diagrams.</p>	<p><u>Population and Urbanisation</u></p> <p>Understand the key processes relating to population growth, and distribution.</p> <p>Understand how population change interacts to influence and change environments, and climate, and how human activity relies on the effective functioning of natural systems.</p> <p>Interpret a range of sources of geographical information including maps and graphs.</p> <p><i>Population and Urbanisation End of Unit Assessment</i></p>	<p><u>The Geography of Africa</u></p> <p>Extend 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><i>Geography of Africa End of Unit Assessment</i></p> <p><u>Kenya case study</u></p> <p>Students will be taught to understand geographical similarities,</p>

			<p>influence and change the climate, and how human activity relies on effective functioning of natural systems.</p> <p><i>Weather and Climate Change End of Unit Assessment</i></p>	<p>Interpret Ordnance Survey maps, including using grid reference</p> <p><i>Rivers and Flooding End of Unit Assessment</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>Year 8</p>	<p><u>Restless Earth</u></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>Explain how humans rely on volcanoes in certain parts of the world.</p> <p>Interpret maps, graphs, photos and satellite images.</p> <p><i>Restless Earth End of Unit Assessment</i></p>	<p><u>Australia.</u></p> <p>Understand the physical and human characteristics of a country different to our own.</p> <p>Interpret maps and data to understand geographical information.</p> <p>Develop a solid understanding of the historical progression of a country different from our own.</p> <p>Develop an understanding of different climate zones around the world.</p> <p>Understand the different geomorphic processes that take</p>	<p><u>Coastal Processes and Landforms</u></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>Coasts End of Unit Assessment</i></p>	<p><u>International Development</u></p> <p>Understand how unequal the world is.</p> <p>Understand what development means, how poverty and development are linked, and how countries are at different stages of development.</p> <p>Make comparisons between countries, focusing on why some countries develop faster than others.</p> <p>Focus on Malawi, gaining an insight into its development indicators and looking at a day in the life of a child of their age.</p>	<p><u>Earth's Geology and Resources</u></p> <p>This unit shows how we depend on Earth's natural resources to meet our needs.</p> <p>Focus on the following resources:</p> <p>Water - do we have enough; where can we source water; issues of water scarcity.</p> <p>Food - looking at the risk of running out of food in the UK, but also globally; ways in which we can tackle food insecurity.</p> <p>Energy - how the world depends on fossil fuels and how we need to switch to renewables; use of</p>	<p><u>Asia</u></p> <p>Develop knowledge of Asia, its physical and human characteristics, environmental regions, countries and cities.</p> <p>Interpret maps, graphs, photos and satellite images.</p> <p>Communicate geographical information, including through writing at length</p> <p><u>The Middle East</u></p> <p>Understanding the location and main physical features of the Middle East.</p>

		<p>place, as well as the features that they create.</p> <p>Understand how and why animals adapt to their environment.</p> <p><i>Australia End of Unit Assessment</i></p>		<p><i>International Development End of Unit Assessment</i></p>	<p>renewables in the UK; solar power.</p> <p><i>Geology End of Unit Assessment</i></p>	<p>Investigate Middle Eastern biomes and climate zones.</p> <p>Investigate the people of the middle east, cultures and trades, as well as the challenges certain areas face, including conflicts.</p> <p><i>Middle East End of Unit Assessment</i></p> <p><u>China</u></p> <p>Develop knowledge of China, including its key human and physical characteristics.</p> <p>Understand the contrasts between the rapid development of Shenzhen, and life in rural China.</p> <p>Understand how human processes impact the environment.</p>
Year 9	<p><u>Global Hazards (Part 1)</u> <i>Physical Geography Paper 1 topic</i></p>	<p><u>Global Hazards (Part 2)</u> <i>Physical Geography Paper 1 topic</i></p>	<p><u>Dynamic Development (Part 1)</u> <i>Human Geography Paper 2 topic</i></p>	<p><u>Dynamic Development (Part 2)</u> <i>Human Geography Paper 2 topic</i></p>	<p><u>Changing Climate</u> <i>Physical Geography Paper 1 topic</i></p>	<p><u>Year 9 topics Spiral Learning</u></p>

	<p>Why do we have weather extremes?</p> <p>When does extreme weather become hazardous?</p> <p><i>Weather Hazards End of Unit Assessment</i></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>Tectonic Hazard End of Unit and Weather Hazard Assessment</i></p>	<p>What is development and how can it be measured?</p> <p>What has led to uneven development?</p> <p><i>Dynamic Development mid-topic Assessment</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>Dynamic Development End of Unit and Hazards Assessment</i></p>	<p>What evidence is there for climate change?</p> <p>Is climate change a natural process?</p> <p>Why is climate change a global issue?</p> <p><i>Changing Climate End of Unit and Dynamic Development Assessment</i></p>	<p>Review of all three topics studied this year:</p> <ul style="list-style-type: none"> - Global Hazards - Dynamic Development - Changing Climate
Year 10	<p>UK 21st Century <i>Human Geography 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><i>UK 21st Century mid topic Assessment</i></p>	<p>Sustaining Ecosystems (Part 1) <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><i>Sustaining Ecosystem mid-topic Assessment</i></p>	<p>Sustaining Ecosystems (Part 2) <i>Physical Geography Paper 1 topic</i></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>Sustaining Ecosystem End of Unit and UK 21st Century Assessment</i></p>	<p>Urban Futures <i>Human Geography 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><i>Urban Futures mid-topic Assessment</i></p> <p>What is life like for people in a city?</p>	<p>Year 9 and 10 topics Spiral Learning</p> <p>Review of all topics studied in both year 9 and 10:</p> <ul style="list-style-type: none"> - Global Hazards - Changing Climate - Sustaining Ecosystems - Urban Futures - UK 21st Century - Dynamic Development <p><i>Year 10 Mock Examinations (x2):</i></p>	<p>Resource Reliance (Part 1) <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>How can countries ensure their food security?</p> <p>How sustainable are these strategies?</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>UK 21st Century End of Unit and Changing Climate Assessment</i></p>			<p>How can cities become more sustainable?</p> <p><i>Urban Futures End of Unit and Sustaining Ecosystems Assessment</i></p> <p><u>Urban Fieldwork</u> <i>Paper 2 topic</i></p> <p>Opportunity, in line with the OCR B specification requirements, to conduct a day trip to Uxbridge Town Centre. .</p> <p>Students will investigate the urban regeneration of the area with the FSC fieldwork company.</p> <p>Students will investigate the changing land use between Hillingdon and Uxbridge, looking at changes in the quality of life.</p>	<p><i>Paper 1: Global Hazards, Changing Climate, Sustaining Ecosystems.</i></p> <p><i>Paper 2: Urban Futures, UK 21st Century, Dynamic Development.</i></p>	<p><i>Recourse Reliance End of Unit Assessment</i></p> <p><u>Year 9 and 10 topics Spiral Learning</u></p> <p>Review of all topics studied in both year 9 and 10:</p> <ul style="list-style-type: none"> - Global Hazards - Changing Climate - Sustaining Ecosystems - Urban Futures - UK 21st Century - Dynamic Development
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<p>Year 11</p>	<p><u>Distinctive Landscapes (Part 1)</u> <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><i>Distinctive Landscapes mid-topic Assessment</i></p> <p>What physical processes shape landscapes?</p> <p>What are the characteristics of your chosen landscapes?</p> <p><u>Physical Fieldwork</u></p> <p>Opportunity, in line with the OCR B specification requirements, to conduct a day trip to Epping Forest, Essex.</p>	<p><u>Distinctive Landscapes (Part 2)</u> <i>Physical Geography Paper 1 topic</i></p> <p>Complete any content not finished in Autumn Term 1.</p> <p><i>Distinctive Landscapes End of Unit Assessment</i></p> <p><u>Mock exam revision</u></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"> - Global Hazards - Changing Climate - Sustaining Ecosystems - Distinctive Landscapes <p>Paper 2:</p> <ul style="list-style-type: none"> - Urban Futures - Dynamic Development - UK 21st Century 	<p><u>Paper 3 preparation</u></p> <p>The assessment of this component will be fully synoptic in nature and will draw on both the Our Natural World (Paper 1) and People and Society (Paper 2) components.</p> <p>Although there is no specific content prescribed within the assessment of this component, it is anticipated that content from a range of topics within both the Our Natural World (Paper 1) and People and Society (Paper 2) components will be applied, as appropriate, in relation to a specific unseen country context.</p> <p>The synoptic nature of bringing together ideas from different topics will allow learners to ‘think like a geographer’.</p> <p><i>Paper 3 Mock examination - in class (over two lessons)</i></p>	<p><u>Final exam preparation</u></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"> - Global Hazards - Changing Climate - Sustaining Ecosystems - Distinctive Landscapes <p>Paper 2 <i>Human Geography</i>:</p> <ul style="list-style-type: none"> - Urban Futures - Dynamic Development - UK 21st Century - Resource Reliance <p>Paper 3:</p> <ul style="list-style-type: none"> - Geographical skills - Analysis techniques <p><i>Mock paper 1, 2 & 3 sat within class time throughout this half term.</i></p>	<p><u>Final exam preparation</u></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"> - Global Hazards - Changing Climate - Sustaining Ecosystems - Distinctive Landscapes <p>Paper 2 <i>Human Geography</i>:</p> <ul style="list-style-type: none"> - Urban Futures - Dynamic Development - UK 21st Century - Resource Reliance <p>Paper 3:</p> <ul style="list-style-type: none"> - Geographical skills - Analysis techniques <p><i>Mock paper 1, 2 & 3 sat within class time throughout this half term.</i></p>	<p>N/A</p>
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	Students will investigate the river processes with the FSC fieldwork company.	- Resource Reliance <i>December GCSE Mock examinations</i>				
Year 12 <i>Human and physical topics taught over the same time - two different teachers</i>	<p><u>Tectonic Processes and Hazards</u> <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><i>Tectonics EQ1 and EQ2 mid-topic Assessment</i></p> <p><u>Globalisation</u> <i>Human Geography Paper 2 topic</i></p> <p>EQ1: What are the causes of globalisation and why has it</p>	<p><u>Tectonic Processes and Hazards</u> <i>Physical Geography Paper 1 topic</i></p> <p>EQ3: How successful is the management of tectonic hazards and disasters?</p> <p><i>Tectonics End of Unit Assessment</i></p> <p><u>Globalisation</u> <i>Human Geography Paper 2 topic</i></p> <p>EQ3: What are the consequences of globalisation for global development and the physical</p>	<p><u>Coastal Landscapes and Change</u> <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><i>Coastal Landscapes mid-topic Assessment</i></p> <p><u>Regenerating Places</u> <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</p>	<p><u>Coastal Landscapes and Change</u> <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><u>Regenerating Places</u> <i>Human Geography Paper 2 topic</i></p> <p>EQ3: How is regeneration managed?</p>	<p><u>Coastal Landscapes and Change</u> <i>Physical Geography Paper 1 topic</i></p> <p>EQ4: How can coastlines be managed to meet the needs of all players?</p> <p><i>Coastal Landscapes End of Unit Assessment</i></p> <p><u>Regenerating Places</u> <i>Human Geography Paper 2 topic</i></p> <p>EQ4: How successful is regeneration?</p>	<p><i>Year 12 End of Year examinations - 2 papers (2 hrs):</i></p> <p><i>Paper 1: Tectonics and Coasts</i></p> <p><i>Paper 2: Globalisation and Regeneration</i></p> <p><u>Fieldwork</u></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>Skills and techniques taught over the two fieldwork opportunities can be applied to students'</p>

	<p>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>Globalisation EQ1 and EQ2 mid-topic Assessment</i></p>	<p>environment and how should different players respond to its challenges?</p> <p><i>Globalisation End of Unit Assessment</i></p>	<p>you live or study and one contrasting place.</p> <p>EQ2: Why might regeneration be needed?</p>		<p><i>Regenerating Places End of Unit Assessment</i></p> <p><u>Coursework (NEA) Independent Investigation</u></p> <p>Plan investigation focus.</p> <p>Methodology.</p>	<p>own Independent Investigations (NEA).</p> <p><u>Coursework (NEA) Independent Investigation</u></p> <p>Methodology</p> <p>Data Collection</p> <p><u>The Water Cycle and Water Insecurity</u> Physical Geography <i>Paper 1 topic</i></p> <p>EQ1: What are the processes operating within the hydrological cycle from global to local scale?</p> <p><u>Superpowers</u> Human Geography</p>
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						<p><i>Paper 2 topic</i></p> <p>EQ1: What are superpowers and how have they changed over time?</p>
<p>Year 13</p> <p>Human and physical topics taught over the same time - two different teachers</p>	<p><i>Year 13 September examinations - 2 papers (2 hrs):</i></p> <p><i>Paper 1: Tectonics and Coasts</i></p> <p><i>Paper 2: Globalisation and Regeneration</i></p> <p><u>The Water Cycle and Water Insecurity</u> <i>Physical Geography</i> <i>Paper 1 topic</i></p> <p>EQ2: What factors influence the hydrological system over short- and long-term timescales?</p>	<p><u>The Water Cycle and Water Insecurity</u> <i>Physical Geography</i> <i>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><i>Water Cycle End of Unit Assessment</i></p> <p><u>Superpowers</u> <i>Human Geography</i> <i>Paper 2 topic</i></p> <p>EQ3: What spheres of influence are contested by</p>	<p><u>The Carbon Cycle and Energy Security</u> <i>Physical Geography</i> <i>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><u>Health, Human Rights and Intervention</u> <i>Human Geography</i> <i>Paper 2 topic</i></p>	<p><u>The Carbon Cycle and Energy Security</u> <i>Physical Geography</i> <i>Paper 1 topic</i></p> <p>EQ3: How are the carbon and water cycles linked to the global climate system?</p> <p><i>Carbon Cycle End of Unit Assessment</i></p> <p><u>Health, Human Rights and Intervention</u> <i>Human Geography</i> <i>Paper 2 topic</i></p>	<p><u>Final exam preparation</u></p> <p>Supporting students with their revision of all paper 1, paper 2 topics, plus paper 3 techniques/skills:</p>	N/A

	<p>Superpowers <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>Coursework (NEA) Independent Investigation</p> <p>Investigation Introduction</p> <p>Data Presentation</p> <p>Data analysis</p>	<p>superpowers and what are the implications of this?</p> <p><i>Superpowers End of Unit Assessment</i></p> <p>Coursework (NEA) Independent Investigation</p> <p>Conclusion</p> <p>Evaluation</p> <p>Paper 3 preparation</p> <p>Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course</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>Coursework (NEA) Independent Investigation</p> <p>Final amendments</p> <p>Deadline: Last Friday in January.</p> <p>Paper 3 preparation</p> <p>Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course</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>Health, human rights and intervention End of Unit Assessment</i></p>		
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		<p><i>Year 13 A-level Mock Examinations - x2 papers (2 hrs per paper)</i></p> <p><i>Paper 1: Tectonics, Coasts, Water</i></p> <p><i>Paper 2: Globalisation, Regenerating places, Superpowers</i></p>				
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		Geography Curriculum Impact KS3		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TIME SCAL E	Annually		<p>Year 7:</p> <ul style="list-style-type: none"> - End of Year assessment - based upon all topics taught in year 7. 	The Geography Department tracks and evaluates summative assessment performance across the year to form a

			<p>Year 8:</p> <ul style="list-style-type: none"> - End of Year assessment - based upon all topics taught in year 8. 	<p>holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p> <p>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.</p>
	<p>Interim (termly or half-termly)</p>		<p>Teachers:</p> <ul style="list-style-type: none"> - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. <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"> - Mastery - Secure - Emerging - Developing <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>	
			<p><u>Year 7</u></p> <p>Geography and You - end of unit assessment.</p> <p>UK Context - end of unit assessment.</p> <p>Weather and climate - end of unit assessment.</p> <p>Rivers and flooding - end of unit assessment.</p>	<p><u>Year 8</u></p> <p>Restless earth - end of unit assessment.</p> <p>Australia - end of unit assessment.</p> <p>Coastal Processes and Landforms - end of unit assessment.</p>

			<p>Population and Urbanisation - end of unit assessment.</p> <p>Africa - end of unit assessment.</p>	<p>International Development - end of unit assessment.</p> <p>Earth's geology and resources - end of unit assessment.</p> <p>Asia - end of unit assessment.</p>	
	Weekly	<p>Teachers role:</p> <ul style="list-style-type: none"> - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. <p>Students role:</p> <ul style="list-style-type: none"> - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT tasks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers. 			
	Hourly	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> - Review last lesson, last week, last year. - Checking for student understanding, asking higher 			

		<p>order questions and providing feedback - ensuring students respond to this feedback.</p> <ul style="list-style-type: none"> - Low stakes testing activities. <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks 	
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		Geography Curriculum Impact KS4		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TIME SCAL E	Annually		Year 9: <ul style="list-style-type: none"> - End of Year assessment - based upon all topics taught in year 9. 	Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of Key Stage 4.

			<p>Year 10:</p> <ul style="list-style-type: none"> - End of Year assessment - based upon all topics taught in year 9 and 10. <p>Year 11:</p> <ul style="list-style-type: none"> - Mock examinations (December) - based upon all topics taught to this point in year 9, 10 and 11. 	<p>GCSE exam board: OCR B GCSE</p> <p>Exam structure:</p> <p>Paper 1</p> <ul style="list-style-type: none"> - Our Natural World - 35% <p>Paper 2</p> <ul style="list-style-type: none"> - People and Society - 35% <p>Paper 3</p> <ul style="list-style-type: none"> - Geographical Exploration - 30%
	<p>Interim (termly or half-termly)</p>		<p>Teachers:</p> <ul style="list-style-type: none"> - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. <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>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>	

			<p><u>Year 9</u></p> <p>Weather Hazards - mid topic assessment</p> <p>Weather Hazards - end of unit assessment</p> <p>Tectonic Hazards - mid topic assessment</p> <p>Tectonic Hazards - end of unit assessment</p> <p>Dynamic Development - mid topic assessment</p> <p>Dynamic Development - end of unit assessment</p> <p>Changing Climate - end of unit assessment</p>	<p><u>Year 10</u></p> <p>UK 21st Century - mid topic assessment</p> <p>UK 21st Century - end of unit assessment</p> <p>Sustaining Ecosystems - mid-topic assessment</p> <p>Sustaining Ecosystems - end of unit assessment</p> <p>Urban Futures - mid-topic assessment</p> <p>Urban Futures - end of unit assessment</p>	<p><u>Year 11</u></p> <p>Distinctive Landscapes - mid topic assessment</p> <p>Distinctive Landscapes - end of unit assessment</p> <p>Paper 3 - assessment</p> <p>Resource Reliance - end of unit assessment</p> <p><i>Paper 1 - in class assessment*</i></p> <p><i>Paper 2 - in class assessment*</i></p> <p><i>Paper 3 - in class assessment*</i></p> <p><i>*variation according to time constraints</i></p>	
	<p>Weekly</p>	<p>Teachers role:</p> <ul style="list-style-type: none"> - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. 				

		<ul style="list-style-type: none"> - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. <p>Students role:</p> <ul style="list-style-type: none"> - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT taks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers. 	
	Hourly	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> - Review last lesson, last week, last year. - Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback. - Low stakes testing activities. <p>Every lesson a variety the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks 	

Geography Curriculum Impact KS5

		Geography Curriculum Impact KS5		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TI ME SC AL E	Annually		<p>Year 12:</p> <ul style="list-style-type: none"> - End of Year assessment - based upon all topics taught in year 12. <p>Year 13:</p> <ul style="list-style-type: none"> - Mock Examinations (December) - based upon all topics taught to this point in year 12 and 13. 	<p>Nationally standardised summative assessment takes the form of A-levels and vocational qualifications at the end of Key Stage 5.</p> <p>A-level exam board: Edexcel A-level</p> <p>Exam structure:</p> <p>Paper 1</p> <ul style="list-style-type: none"> - Physical Geography - 30% <p>Paper 2</p> <ul style="list-style-type: none"> - Human Geography - 30% <p>Paper 3</p> <ul style="list-style-type: none"> - Synoptic Paper - 20% <p><i>Coursework</i></p> <ul style="list-style-type: none"> - <i>Independent investigation - 20%</i>
	Interim (termly or half-termly)		<p>Teachers:</p> <ul style="list-style-type: none"> - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. <p>4 formal assessment points across each year at the end of each unit.</p> <p>Summative assessment also seen in the form of mid-topic assessments.</p> <p>Levels based upon raw mark boundaries at A-level grading criteria A* - U.</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>		
			<p>Year 12</p> <p>Tectonics - mid-topic assessment</p> <p>Globalisation - mid-topic assessment</p> <p>Tectonics - end of unit assessment</p> <p>Globalisation - end of unit assessment</p> <p>Coasts - mid-topic assessment</p> <p>Regenerating places - mid-topic assessment</p> <p>Coasts - end of unit assessment</p> <p>Regenerating places - end of unit assessment</p>	<p>Year 13</p> <p>Water Cycle - mid-topic assessment</p> <p>Superpowers - mid-topic assessment</p> <p>Paper 3 - assessment</p> <p>Carbon Cycle - mid-topic assessment</p> <p>Health, Human Rights & Intervention - mid-topic assessment</p> <p><i>Paper 1 - in class assessment*</i></p> <p><i>Paper 2 - in class assessment*</i></p> <p><i>Paper 3 - in class assessment*</i></p> <p><i>*variation according to time constraints</i></p>	
	<p>Weekly</p>	<p>Teachers role:</p> <ul style="list-style-type: none"> - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. 			

		<ul style="list-style-type: none"> - Exam questions set fortnightly according to schemes of work - students submit for marking and feedback given. <p>Students role:</p> <ul style="list-style-type: none"> - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT taks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers. 	
	<p>Hourly</p>	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> - Review last lesson, last week, last year. - Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback. - Low stakes testing activities. <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks 	