

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. <u>Year 7</u> 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. <u>Year 8</u> 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. <u>Year 9</u> 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 <u>ORC B GCSE Specification</u>	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.
KS5 Edexcel A Level Specification	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.*

Geography Curriculum Implementation						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3						
Year 7	<u>Geography Skills</u> Students learn the basic skills to access a wider Geographical understanding built upon throughout their learning journey. <i>Exam style paper</i>	<u>Weather and Climate</u> Understand the physical processes that affect the world's weather and climate, investigating how these impact on a microclimate. <i>Fieldwork report</i>	<u>UK Context</u> Develop an understand of the UK to understand the area in which students live. <i>Exam style paper</i>	<u>Coastlines</u> Understand the processes that take place at a coastline and how humans can influence this. <i>Exam style paper</i>	<u>Population and Urbanisation</u> Understand how populations are growing and the impacts this has on the development of cities <i>End of Year Assessment</i>	<u>Geography of Africa</u> Apply geographical understanding to a place specific example. <i>Research Project</i>
Year 8	<u>Restless Earth</u> Understand the key processes involved in tectonic processes around the world. How tectonic events (volcanoes and earthquakes) have impacts around the globe. Appreciate how humans rely on volcanoes in certain parts of the world. <i>Exam style paper</i>	<u>Rivers and Flooding</u> Understand the physical processes that affect river systems, investigating how these impact on a areas around school. <i>Fieldwork report</i>	<u>Sustainability</u> Understand the basic needs of humans and how to access these via methods which meet the needs of today without harming the future. <i>Research project</i>	<u>Global Connections</u> Students will begin to identify inequalities within the world, such as poverty, and how globalisation can influence these factors. Through this topic, students will make comparisons between countries, focusing on why some are winners and other losers. <i>Research project</i>	<u>Geography of Russia</u> Apply geographical understanding to a place specific example. <i>End of Year Assessment</i>	<u>Geography of Asia</u> Apply geographical understanding to a place specific example. <i>Research project</i>

Year 9	<u>Geography of-</u> Within this topic students will develop their understanding of Geography by applying the key aspects and themes of Geography to a variety of wider concepts, helping develop a wider appreciation of Geography. <i>Research project</i>	<u>War and Conflict</u> A comprehensive exploration of conflict from its roots and impacts to resolution and peacebuilding, encouraging students to engage critically and empathetically with global issues. <i>Exam style paper</i>	<u>Antarctica vs the Arctic</u> Explore the physical geography, environmental challenges, geopolitical importance, and future sustainability of both Antarctica and the Arctic. <i>Exam style question</i>	<u>The Middle East</u> The Middle East is an important location for students to study. Applying appropriate prior knowledge of physical and human Geography, students will be able to identify important features of the Middle East. As the topic progresses students will develop a further appreciation of the geopolitical importance of the Middle East within the world. <i>Exam style paper</i>	<u>Our Natural World</u> Develop and apply prior knowledge to more complex natural aspects of planet earth, whilst understanding the interactions between humans and the environment in which they live. Students will gain a further appreciation of the larger physical processes that act upon the planet. <i>End of Year Assessment</i>	<u>Changing Climate</u> <i>Paper 1 topic</i> Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined. <i>Exam style paper</i>
	<u>Key Stage 4 (GCSE)</u>					
Year 10	<u>Global Hazards</u> <i>Paper 1 topic</i>	<u>Dynamic Development</u> <i>Paper 2 topic</i>	<u>Sustaining Ecosystems</u> <i>Paper 1 topic</i>	<u>UK 21st Century</u> <i>Paper 2 topic</i>	<u>Urban Futures</u> <i>Paper 2 topic</i>	<u>Mock Exam Feedback</u> <i>Review and ReAct to outcomes from most</i>

	This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.	We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies. <i>Exam style paper</i>	Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future. <i>Exam style paper</i>	A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world. <i>Exam style paper</i>	Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place. <i>Exam style paper</i>	<i>recent end of year assessment.</i> <u>Human Fieldwork</u> <i>Paper 2 topic</i> Opportunity, in line with the OCR B specification requirements. Students will investigate the quality of life and land use. <u>Geographical Skills and Statistics</u> <i>Practice skills and statistics within a geographical context.</i>
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	<i>Exam style paper</i>					
Year 11	<u>Distinctive Landscapes</u> <i>Paper 1 topic</i> The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these <i>Exam style paper</i> <u>Physical Fieldwork</u> <i>Paper 1 topic</i> Opportunity, in line with the OCR B specification requirements.	<u>Exam Retrieval</u> Supporting students with their revision of all paper 1 and paper 2 topics (covered so far): Paper 1: - Global Hazards - Sustaining Ecosystems - Distinctive Landscapes Paper 2: - Urban Futures - Dynamic Development - UK 21st Century - Resource Reliance <i>December Mock</i>	<u>Resource Reliance</u> <i>Paper 2 topic</i> Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?'. Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security. <i>Exam style paper</i>	<u>Geographical Exploration</u> <i>Paper 3</i> The assessment of this component will be fully synoptic in nature and will draw on both the Our Natural World 01 and People and Society 02 components. 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 01 and People and Society 02 components will be applied, as appropriate, in relation to a specific unseen country context. The synoptic nature of bringing together ideas from different topics will allow learners to 'think like a geographer'.	<u>Exam Consolidation</u> Supporting students with their revision of all paper 1, paper 2 topics, plus paper 3 techniques/skills: <i>Paper 1 Physical Geography:</i> - Global Hazards - Changing Climate - Sustaining Ecosystems - Distinctive Landscapes <i>Paper 2 Human Geography:</i> - Urban Futures - Dynamic Development - UK 21st Century - Resource Reliance <i>Paper 3:</i> - Geographical skills - Analysis techniques	<u>Exam Period</u>

	Students will investigate river processes.			Paper 3 Exam style paper		
Key Stage 5 (A-Level)						
Year 12	<u>Tectonic Processes and Hazards</u>	<u>Coastal Landscapes and Change</u>		<u>Coursework (NEA)</u>		
Human and physical topics taught over the same time - two different teachers	<i>Paper 1 topic</i> <i>Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.</i> EQ1: Why are some locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters? EQ3: How successful is the management of tectonic hazards and disasters? <u>Globalisation</u> <i>Paper 2 topic</i>	<i>Paper 1 topic</i> <i>Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.</i> EQ1: Why are coastal landscapes different and what processes cause these differences? EQ2: How do characteristic coastal landforms contribute to coastal landscapes? EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? EQ4: How can coastlines be managed to meet the needs of all players?		<u>Independent Investigation</u> The purpose of this coursework is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Plan investigation focus. Methodology. <u>Fieldwork</u> <i>1 Day: Stratford</i> Investigation into Urban Regeneration of Canary Wharf and Stratford. <i>3 Day residential: Brighton Human Regeneration Investigation.</i>		

	Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions. EQ1: What are the causes of globalisation and why has it accelerated in recent decades? EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?	<u>Regenerating Places</u> <i>Paper 2 topic</i> <i>Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding).</i> <i>Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed. Students should begin by studying the place in which they live or study in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They should then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped.</i>	Brighton Physical Coastal processes Investigation. Skills and techniques taught over the two fieldwork opportunities can be applied to students' own Independent Investigations (NEA). <u>The Water Cycle and Water Insecurity</u> <i>Paper 1 topic</i> Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. EQ1: What are the processes operating within the hydrological cycle from global to local scale? <u>Superpowers</u> <i>Human Geography</i> <i>Paper 2 topic</i> <i>Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics</i>
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		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. EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration?	<i>and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.</i> EQ1: What are superpowers and how have they changed over time?	
Year 13 <i>Human and physical topics taught over the same time - two different teachers</i>	<u>The Water Cycle and Water Insecurity</u> <i>Paper 1 topic</i> Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. EQ2: What factors influence the hydrological system over short- and long-term timescales? EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century? <u>Superpowers</u>	<u>The Carbon Cycle and Energy Security</u> <i>Paper 1 topic</i> <i>A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.</i> <i>The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change.</i> <i>Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.</i>	<u>Paper 3 preparation</u> Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area. Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject. Synopticity will be assessed in Paper 3. <u>Final exam preparation</u> Supporting students with revision of all content.	<u>Exam Period</u>

	<i>Paper 2 topic</i> <i>Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.</i> EQ2: What are the impacts of superpowers on the global economy, political systems and the physical environment? EQ3: What spheres of influence are contested by superpowers and what are the implications of this? <u>Coursework (NEA)</u> <u>Independent Investigation</u> Investigation Introduction Data Presentation Data analysis	EQ1: How does the carbon cycle operate to maintain planetary health? EQ2: What are the consequences for people and the environment of our increasing demand for energy? EQ3: How are the carbon and water cycles linked to the global climate system? <u>Health, Human Rights and Intervention</u> <i>Paper 2 topic</i> <i>Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.</i> EQ1: What is human development and why do levels vary from place to place?		
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		EQ2: Why do human rights vary from place to place? EQ3: How are human rights used as arguments for political and military intervention? EQ4: What are the outcomes of geopolitical interventions in terms of human development and human rights? <u>Coursework (NEA)</u> <u>Independent Investigation</u> Conclusion Evaluation		
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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>
T I M E S C A L E	Annually	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.
	Interim (termly or half-termly)	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. Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance. Half term units of topic/style/issue based work are completed.	End of Topic assessments are used to assess students progress from the formative baseline assessment completed at the start of the year. Teachers: - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. 4 formal assessment points across each year at the end of each unit. Levels based upon the following levels: - Mastery - Secure	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.

			- Emerging - Developing Written feedback and student responses in the form of react should be evident. These are in student assessment books or folders/exercise books.			
			<u>Year 7</u> Geography Skills - <i>Exam style paper</i> Weather and Climate - <i>Fieldwork report</i> UK context - <i>Research project</i> Coastlines - <i>Exam style paper</i> Population and Urbanisation + End of year assessment - <i>Exam style paper</i>	<u>Year 8</u> Restless Earth - <i>Exam style paper</i> Rivers - <i>Fieldwork report</i> Sustainability - <i>Research project</i> Global Connections - <i>Research project</i> Russia + End of year assessment - <i>Exam style paper</i>	<u>Year 9</u> War and Conflict - <i>Exam style paper</i> Geography of - <i>Exam style paper</i> The Middle East - <i>Research project</i> Antarctica and the Arctic - <i>Exam style paper</i> Our Natural World + End of year assessment - <i>Exam style paper</i>	
	Weekly	Regular formative assessment takes place using the following strategies: • Success criteria • Model answers • Low stakes testing on key concepts, processes, locations and features.				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.

		• End of lesson kerboodle tests. • Kerboodle home learning. • Google form quizzes. Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 'reacted' to.		
	Hourly	Every lesson the following formative assessment takes place using the following strategies: • Focused questioning • Tiered verbal questioning (Bloom's taxonomy) • Mini test and plenaries. • Use of keywords and learning word walls throughout lessons. • End of lesson kerboodle tests. • Kerboodle home learning. • Google form quizzes. • In class questioning and mini assessment/quizzes. • Group discussion and presentation; research tasks.		The use of regular assessment for learning allows for teachers to address misconceptions and reteach any content where misconceptions are located.

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>
TIMESCALE	Annually	At KS4 target grades are to measure student progress across the year. These targets are based on a flight path from KS3 data.	Formal Mock Examinations are a part of the Key Stage 4 to track student progress and allow for targeted intervention as the exams approach. Year 10:	Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of Key Stage 4.

		All attainment data is logged in centralised department trackers across the year which is monitored closely by the subject leader. Progress checks use both summative but also formative assessment.	- Mock Exam - 1 paper encompassing all topics. Designed in an exam style. Year 11: - Mock examinations (December) - based upon all topics taught to this point in year 9, 10 and 11.	GCSE exam board: OCR B GCSE Exam structure: Paper 1 - Our Natural World - 35% Paper 2 - People and Society - 35% Paper 3 - Geographical Exploration - 30% 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.
	Interim (termly or half-termly)	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.	Teachers: - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. 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. Summative assessment also seen in the form of mid-topic assessments. Levels based upon raw mark boundaries at GCSE grading criteria 1-9. Written feedback and student responses in the form of react should be evident. These are in student assessment books or folders/exercise books.	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.

			<u>Year 10</u> Global Hazards - Exam Style Paper Dynamic Development - Exam Style Paper Sustaining Ecosystems - Exam Style Paper UK in the 21st Century - Exam Style Paper Urban Futures - Exam Style Paper	<u>Year 11</u> Distinctive Landscapes - Exam Style Paper Resource Reliance - Exam Style Paper December Mocks - Exam Style Paper Geographical Exploration (Paper 3) - Exam Style Paper	
	Weekly	Teachers role: - 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. Students role: - 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			Throughout KS4, 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.

		support from their subject teachers.		
	Hourly	'Every Lesson Every Day' techniques are embedded in lessons including: - 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. Every lesson a variety the following formative assessment takes place using the following strategies: - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks		The use of regular assessment for learning allows for teachers to address misconceptions and reteach any content were misconceptions are located.

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>
TIME SCALE	Annually	At Key Stage 5 (KS5) the use of aspirational ALPS +1 targets are to measure student progress across the year. All attainment data is logged in centralised department trackers	Year 12: - End of Year assessment - based upon all topics taught in year 12. Year 13:	Nationally standardised summative assessment takes the form of A-levels and vocational qualifications at the end of Key Stage 5. A-level exam board: Edexcel A-level

		across the year which is heavily monitored by the subject leader. Across the year students who under attain will rewrite essays or retake tests until they perform in line with their target grades.	- Mock Examinations (December) - based upon all topics taught to this point in year 12 and 13.	Exam structure: Paper 1 - Physical Geography - 30% Paper 2 - Human Geography - 30% Paper 3 - Synoptic Paper - 20% Coursework - <i>Independent investigation</i> - 20%
	Interim (termly or half-termly)	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. Half term units of topic/style/issue based work are completed. Each topic has a specification overview which should be stuck into students' books at the start of each topic enquiry question. These illustrate the various topics and tasks which students will cover and provide excellent structure for revision.	Teachers: - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. 4 formal assessment points across each year at the end of each unit. Summative assessment also seen in the form of mid-topic assessments. Levels based upon raw mark boundaries at A-level grading criteria A* - U. Written feedback and student responses in the form of react should be evident. These are in student assessment books or folders/exercise books.	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.

			<u>Year 12</u> Tectonics - mid-topic assessment Globalisation - mid-topic assessment Tectonics - end of unit assessment Globalisation - end of unit assessment Coasts - mid-topic assessment Regenerating places - mid-topic assessment Coasts - end of unit assessment Regenerating places - end of unit assessment	<u>Year 13</u> Water Cycle - mid-topic assessment Superpowers - mid-topic assessment Paper 3 - assessment Carbon Cycle - mid-topic assessment Health, Human Rights & Intervention - mid-topic assessment <i>Paper 1 - in class assessment*</i> <i>Paper 2 - in class assessment*</i> <i>Paper 3 - in class assessment*</i> <i>*variation according to time constraints</i>	
	Weekly	Teachers role: - 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.	Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.	Teachers have access to the 10th Period of independent study, in which exam questions can be set allowing students to practise and develop exam technique which staff can use to help inform their teaching.	

		- Scaffold feedback to students for effective self/peer assessment. - Exam questions set fortnightly according to schemes of work - students submit for marking and feedback given. Students role: - 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	<i>'Every Lesson Every Day'</i> techniques are embedded in lessons including: - 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. Every lesson a variety of the following formative assessment takes place using the following strategies: - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes		The use of regular assessment for learning allows for teachers to address misconceptions and reteach any content were misconceptions are located.

		- Retrieval practice tasks		
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