How do we implement our curriculum intent?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **KS3** |
| Year 7 | What map skills do geographers need? | What are the opportunities and challenges in Africa? | How are our Coastlines managed? | How are the world’s resources managed? | How does tourism impact our planet? | Do we protect or exploit the world’s biomes?  |
| Year 8 | Why does it always rain in the UK? | What are the opportunities and challenges in China? | Why are some hazards more dangerous than others? | How globalised am I? | How do Rivers shape the land? | What is my local geography? |
| Year 9 | How do we power the planet sustainably?  | Why does the ground shake? | How does development affect quality of life?  | Why should we protect Antarctica? | How does conflict impact our world? | How are places around the world different to the UK? |
| **KS4** |
| Year 10 | The Challenges of natural hazards  | Resource Management(food) | Living World(Cold environments) | Coasts and Fieldwork  | Changing economic world |
| Year 11 | Urban issues and challenges fieldworkand mocks | Rivers | Changing Economic World part 2 | Revision |  |

Underpinning concepts: Skills and fieldwork Place Physical geography Human geography Sustainability

**Assessments for progress:**

Summative assessment:

KS3 undergo summative assessments at three points throughout the year.

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 7 | Map skills term 1 | Coasts term 3 | Tourism term 5 |
| YEAR 8 | Weather and climate term 1 | Hazards term 3 | Rivers Term 5 |
| YEAR 9 | Energy Term 1 | Development Term 3 | Conflict Term 6 |

These assessments are designed to assess students in four criteria: Knowledge and understanding (AO1/2), Geographical skills (A04) and Judgement (A03) and literacy. This allows progress tracking in relation to these four geography fundamentals.

Formative assessment:

* Knowledge checks built into Schemes of work
* Teacher observations
* Peer/self-evaluations
* Regular Retrieval practice in Do now activities – low stakes
* Keyword glossaries
* Topic overviews and progress checks

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Core Skills | Map skills | Africa | Coasts | Resource management | Toursim | Biomes | UK climate | China  | Hazards |
| Knowledge and understanding  |  |  |  |  |  |  |  |  |  |
| Describe |  |  |  |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |  |  |  |
| Map skills |  |  |  |  |  |  |  |  |  |
| Graph skills |  |  |  |  |  |  |  |  |  |
| Judgement  | X |  | X |  | X |  | X |  | X |
| Keywords | X | X | X | X | X | X | X | X | X |
| Literacy  | X | X | X | X | X | X | X | X | X |

Key Stage 3

Geography

Graded exams should be formal with a revision focussed homework

|  |  |  |
| --- | --- | --- |
|  | Graded Assessments (3x year)(One of which = annual exam) | Whole class feedback (6x year) |
| 7 | * Map skills term 1
* Coasts term 3
* Biomes term 5
 | * AFRICA- 9 MARKER
* COASTLINES- 6 MARKER
* RESOURCES- 6 MARKER
 |
| 8 | * Weather and climate term 1
* Hazards term 2
* Rivers Term 5
 | * CHINA- 1 CHILD POLICY
* GLOBALISATION- 9 MARKER
* LOCAL GEO- 6 MARKER
 |
| 9 | * Energy Term 1
* Development Term 2
* Conflict Term 6
 | * Earthquakes 6 marker
* Antartica 6 marker
* Places 9 marker
 |

The following is a feedback sheet template (as per TWHF) GIVEN AS WHOLE CLASS FEEDBACK TO STUDENTS POST ASSESSMENT WHICH IS STUCK INTO THEIR BOOK:

