



Assessment in Geography

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PLCs

PLCs are given to all KS3 classes at the beginning of topics. Their purpose is to assist pupils in understanding what they are learning each lesson and identify the core knowledge needed to successfully complete the topic.

KS3 Assessment in each topic

At Key Stage 3, pupils are formally assessed three times in each topic they study.

Extended Written Task

In each topic, pupils complete a written task that will assess skills such as description, explanation, evaluation and source/interpretation analysis. This is marked by the subject teacher and pupils are given feedback.

Mid-Unit Knowledge Builder

A short, 20 question mid-point assessment that serves to keep core concepts and key information at the forefront of the learning to use again in the latter half of each topic.

End of topic assessment

These assessments are to not just assess what pupils have learnt over the previous 6-8 weeks, but to also re-visit knowledge from earlier topics. Assessments comprise three sections:

Section A: Knowledge. Short answer questions that test knowledge from that topic.

Section B: Skills. Question(s) that test the skill of description/explanation/source analysis/numeracy skills.

Section C: Interleaving / Dynamic Assessment. Revisiting poorly answered themes from a previous topic.

Section D: Extended Writing & Understanding. Application of knowledge and understanding to construct an essay question.

Assessment in Geography

Key Stage 4 Assessment in each topic

There are assessed pieces of work that are assigned to each topic to assess skills needed for the GCSE examinations. These are reviewed and agreed by GCSE staff each academic year to ensure that all classes are assessed in the same way. Pupil's responses are marked and given a numbered mark by the member of staff. Moderation of longer pieces is undertaken.

Typically, a single unit of work will comprise of several strategically agreed planned exam questions within the topic as it is taught. An end of topic/unit assessment will take place that is reflective of the GCSE paper from a previous year. This will be marked, followed by appropriate DIRT work and a Question Level Analysis feedback sheet distributed to pupils.

Mock exams/PPEs

At three occasions over the two year course, pupils complete mock exams/PPEs which will test their knowledge across multiple questions under strict timed conditions. These are moderated internally and detailed feedback is given in class.

Use of PLCs

Throughout all topics at KS3 and KS4, we use multiple-choice Low Stakes Tests to regularly test pupil's knowledge of a topic.


Assessment via The PLC (Personalised Learning Checklist)

PLCs are given to all KS3 classes at the beginning of topics – these are under construction in line with Humanities development throughout the academic year 2023/24.


Their purpose is to assist students in understanding what they are learning each lesson and identify the core knowledge needed to successfully complete the topic.

	Geographical Skills: Lesson content	Assessment	Date of lesson
1	I can describe the difference between human and physical geography		
2	I can find places using an atlas	Key Term Spelling Test	
3	I can recall and describe the location of the world's oceans and continents		
4	I can find places on a map using 4 and 6 figure grid references	LST	
5	I can create a story using 6 figure grid references	Mid-Unit KB	
6	I can use latitude and longitude to find human and physical across the world	PiXL Unlock	
7	I can use scale to calculate the distance between two points		
8	I can understand how contours show the relief of the land		
9	I can recall and locate countries and capital cities in Europe		
10	Revision	LST	
11	End of topic assessment		
12	Assessment Feedback		

Geographical Skills





Year 7 – HT1A



GLOSSARY

Key Vocabulary	Definition
Human Geography	The branch of geography dealing with how human activity affects or is influenced by the earth's surface.
Physical Geography	The branch of geography dealing with natural features.
Oceans	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically
Continent	Any of the world's main continuous expanses of land
Country	A nation with its own government, occupying a particular territory
Scale	The relation between the real size of something and its size on a map, model, or diagram
Longitude	A geographic coordinate that specifies the east – west position of a point on the surface of the Earth
Latitude	The angular distance of a place north or south of the earth's equator
Relief	In geography, a location's relief is the difference between its highest and lowest elevations

The PLC – Assessment & Tracking

Assessment questions directly link to the content studied and are clearly shown to students.

The scores from each question are tracked on PLC's and RAG rated to show progress against each core PLC strand of knowledge/skill.

1) Complete the table below and name the world's oceans and continents. PLC 3
(6marks)



Qu	PLC	Score
1	3	
2	2	
3	2	
4	2	
5	5	
6	5	
7	7	
8	8	
Total		

	Geographical Skills: Lesson content	Assessment	Date of lesson
1	I can describe the difference between human and physical geography		11-Sep-23
2	I can find places using an atlas	Key Term Spelling Test	15-Sep-23
3	I can recall and describe the location of the world's oceans and continents		18-Sep-23
4	I can find places on a map using 4 and 6 figure grid references	LST	28-Sep-23
5	I can create a story using 6 figure grid references	Mid-Unit KB	23/25 Sep
6	I can use latitude and longitude to find human and physical across the world	PiXL Unlock	
7	I can use scale to calculate the distance between two points		10/13
8	I can understand how contours show the relief of the land		30-Oct-23 26/23
9	I can recall and locate countries and capital cities in Europe		
10	Revision	LST	3rd October
11	End of topic assessment		10th Nov
12	Assessment Feedback		13 Nov

Dynamic Assessment

Common poorly scored PLC strands are discussed at departmental level and re-tested and integrated into the next topic assessment under the *Dynamic Interleaving* section.

This helps to interleave topics to aid retention and support the therapy of poorly answered PLC strands.

This is **dynamic** as it can change between classes or year on year.

Section C – Interleaving – Dynamic Assessment

Label the 2 missing continents and 1 missing ocean in the map below

[3 marks]



Key Term Assessment

PLCs are given to all KS3 classes at the beginning of topics – these include the form of a key term/ definition spelling test in the second lesson of any new topic. These are also revisited in Mid-Unit Knowledge Builders and in the Knowledge section of End of Unit Assessments.

Key Vocabulary	Definition	GLOSSARY
Human Geography	The branch of geography dealing with how human activity affects or is influenced by the earth's surface.	
Physical Geography	The branch of geography dealing with natural features.	
Oceans	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically	
Continent	Any of the world's main continuous expanses of land	
Country	A nation with its own government, occupying a particular territory	
Scale	The relation between the real size of something and its size on a map, model, or diagram	
Longitude	A geographic coordinate that specifies the east – west position of a point on the surface of the Earth	
Latitude	The angular distance of a place north or south of the earth's equator	
Relief	In geography, a location's relief is the difference between its highest and lowest elevations	

Word	✓ or X	DIRT if required
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Summative Assessment

Students complete written summative assessments that generate percentage scores and/or design assessments which cover the core knowledge within a topic under the relevant PLC strands.

We have designed Mid-Unit Knowledge Builders with MCQ to assess knowledge before moving on with the topic.

Rubric marking grids which double up as success criteria and instant marking feedback are being built into written assessment throughout the SOL.

YEAR 9 ASSESSMENT
Extreme Environments

Please complete all sections in this paper. This maximum mark for this paper is 43. There are 4 sections in this paper:

Section A Knowledge [10]
Section B Skills [12]
Section C Interleaving [11]
Section D Understanding [10]

Teacher Use Only				
Section A (Knowledge)	Section B (Skills)	Section C (Interleaving)	Section D (Understanding)	Total
				/43

Student Use Only – Areas of Strength

Section A	Section B	Section C	Section D

Student Use Only – Target Areas

Section A	Section B	Section C	Section D

Section A – Knowledge

1. What is the maximum precipitation for a desert to be officially classed as a desert? [1]
2. The Sahara Desert can be found on which continent? [1]
3. The name of an area with little or no rain is called? [1]
4. A period of time with no rainfall is called ...? [1]
5. A unique, large scale ecosystem is a ...? [1]
6. Name the tribe found in the Sahara [1]
7. What is the top 3 word for animals found in a specific biome? [1]
8. What is the top 3 word for plants found in a specific biome? [1]
9. Name the world's largest desert [1]
10. Name one adaptation of the camel [1]

Section B – Skills

11. Explain how one adaptation of the camel helps it to survive (P.C. 3) [3 marks]
12. Explain how humans (such as those in the Tuareg tribe) can adapt to survive hot desert environments (P.C. 4) [3 marks]

Desert biome around the world

Figure 1

13. Using Figure 1, describe the location of the world's hot deserts (P.C. 3) [3 marks]

Phoenix, Arizona

Figure 2

Month	January	February	March	April	May	June	July	August	September	October	November	December
Monthly Precipitation (mm)	10	15	20	25	30	35	30	25	20	15	10	5
Average Monthly Temperature (°C)	10	12	15	18	22	28	32	30	25	20	15	10

Section C – Interleaving – Dynamic Assessment

Using Figure 2 answer the following questions: (P.C. 2)

14. In what month was the highest temperature? [1]
15. In what month was the highest amount of precipitation? [1]
16. In what month was the lowest amount of precipitation? [1]

Label the 2 missing continents and 1 missing ocean in the map below [3 marks]

Figure 2

20. Define the term sustainability [1 mark]


Assessment Grid	Working Towards and Developing The Priority Geography Standard	Secured The Priority Geography Standard	Exceeding the Priority Geography Standard
Introduction	The students decide on which site they have chosen	The students decide on which site they have chosen with a basic description of the areas	The students decide on which site they have chosen with a basic description of the areas and an overview of why they have chosen it.
The advantages of chosen site	The students name one advantage of building a settlement at their chosen site.	The students name and describe more than one advantage of building a settlement at their chosen site.	The students name, describe and explain more than one advantage of building a settlement at their chosen site.
The disadvantages of chosen site	The students name one disadvantage of building a settlement at their chosen site.	The students name and describe more than one disadvantage of building a settlement at their chosen site.	The students name, describe and explain more than one disadvantage of building a settlement at their chosen site.

Summative Assessment - Exemplar

NAME _____

YEAR 9 ASSESSMENT

Extreme Environments



Please complete all sections in this paper.
This maximum mark for this paper is 43.
There are 4 sections in this paper:

Section A Knowledge [10]
Section B Skills [12]
Section C Interleaving [11]
Section D Understanding [10]

Reference	Examinee Outcomes/Level Standard	Assessment	Order of Mark
1	Can describe what a desert is and how it is classified.	Yes/No	
2	Can describe the climate of desert regions and compare and contrast the desert conditions.	Nothing/Yes/No	
3	Can describe and explain how flora and fauna have adapted to survive in hot desert regions.	Yes/No/Partly	
4	Can explain how humans have adapted to survive in hot desert regions.	Yes/No	
5	Can describe natural desert features in the Sahara, not limited to a hot desert.	Yes/No/Partly	
6	Can describe the Sahara Desert's location, vegetation, animals and the habits of the Sahara region.	Nothing/Yes/No	
7	Can describe how the Tuareg tribe has adapted to survive in hot desert regions.	Nothing/Yes/No	
8	Can explain how humans have adapted to survive in hot desert regions.	Nothing/Yes/No	
9	Can explain how humans have adapted to survive in hot desert regions.	Nothing/Yes/No	
10	Can explain how humans have adapted to survive in hot desert regions.	Nothing/Yes/No	
11	End of Unit Assessment		
12	Examiner Feedback		

Teacher Use Only				
Section A (Knowledge)	Section B (Skills)	Section C (Interleaving)	Section D (Understanding)	Total
				/43

Student Use Only – Areas of Strength			
Section A	Section B	Section C	Section D

Student Use Only – Target Areas			
Section A	Section B	Section C	Section D

Section A – Knowledge

1. What is the maximum precipitation for a desert to be officially classed as a desert? [1]	
2. The Sahara Desert can be found on which continent? [1]	
3. The name of an area with little or no rain is called? [1]	
4. A period of time with no rainfall is called ...? [1]	
5. A unique, large scale ecosystem is a ...? [1]	
6. Name the tribe found in The Sahara [1]	
7. What is the tier 3 word for animals found in a specific biome? [1]	
8. What is the tier 3 word for plants found in a specific biome? [1]	
9. Name the world's largest desert [1]	
10. Name one adaptation of the camel [1]	

Section B – Skills

11. Explain how one adaptation of the camel helps it to survive (PLC 3) [3 marks]

12. Explain how humans (such as those in the Tuareg tribe) can adapt to survive hot desert environments (PLC 4) [3 marks]

Desert biome around the world




Figure 1

13. Using Figure 1, describe the location of the world's hot deserts (PLC 1) [3 marks]

Phoenix, Arizona

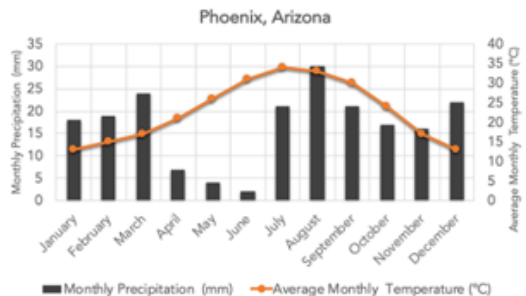


Figure 2

Using Figure 2 answer the following questions: (PLC 2)

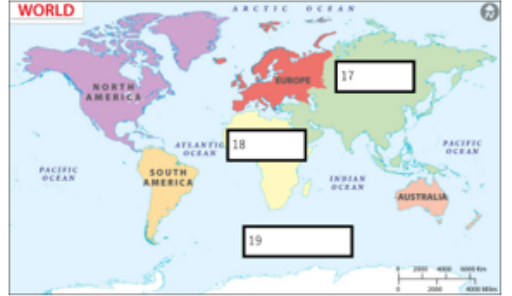
14. In what month was the highest temperature? [1]

15. In what month was the highest amount of precipitation? [1]

16. In what month was the lowest amount of precipitation? [1]

Section C – Interleaving – Dynamic Assessment

Label the 2 missing continents and 1 missing ocean in the map below [3 marks]



20. Define the term sustainability [1 mark]

Formative Assessment

There are a wide range of strategies used in lesson to assess pupil progress. These are evident within our lesson Power Points , slide notes and SOL. They include

- Hinge Questions
- Checklists
- Concept Maps
- Teacher led Q&A
- Drawings
- Whiteboards
- List me 5/ Gimme 5
- Low stakes quiz
- One sentence summary
- Think pair share
- Revision clocks
- Sentence prompts
- Student questionnaires

Question	A	B	C
Which circulation cell is furthest north?	Polar	Ferrel	Hadley
How many marks is a describe question usually worth?	1	2	3
Who came up with the orbital theory?	Miller	Messi	Milankovitch
Which term best describes a period of warmth?	Glacial	Inter-glacial	Epoch
Where can portraits of frost fairs be found?	River Mersey	River Thames	River Tyne
Which of these gases are greenhouse gases?	Nitrous Oxide	Carbon Dioxide	Methane
What is the leading cause of greenhouse gas emissions?	Industry	Farming	Energy
What is the correct spelling of the tier 3 tree ring evidence word?	Dendrochronology	Dendochronology	Dendrochronology



Lesson 1	How are we causing the climate to change?			
PLC 1	Disciplinary Literacy	Teaching activities	Assessment	Homework
I can describe and explain the human causes of climate change	Climate Change	Starter	Q&A Video Qu's	Key word spelling test
	Fossil Fuels	Ask students to write what they think the world would be saying in the image. Give 2-3 mins to think and write. Q&A to share with class. Ask students to come and write them in the whiteboard or post-it. Discuss.		
	Greenhouse Gas	Watch the video clip. Read the questions carefully with students before the video clip to check understanding of the task and key vocabulary. DIRT answers and ensure green pen answers.	Hinge Question (20 min) "What is Climate Change?"	
		Talk students through how the greenhouse effect works and ask them to answer the 3 questions on slide 5.		
		Read the story of the 'Smiling Woman'. Allow students to use the story to complete the table of how human contribute to climate change. Talk through answers and what they found. Ensure DIRT completed.		