

## Assessment in Geography

Year 7

Term	Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Autumn 1	<b>What is a geographer? Map skills</b>	To know the key geographical questions geographers' ask and the skills for reading maps.	Needed for all future studies at KS3 and GCSE	Confusing the different types. Grid references, Measuring distance and scale	Extracting evidence from pictures and sources Grid references Scale and distance Relief on maps	Needed for all future studies at KS3 and GCSE and reading maps is a life skill
Autumn 2	<b>Why is the earth an important resource?</b>	The protection of the earth's natural resources is linked to our future	Needed for all future studies at KS3 and GCSE	Key terms How natural resources impact on our life	Evaluation of importance Discussion skills	Needed for all future studies at KS3 and GCSE
Spring 1	<b>To learn about economic geography</b>	Evaluation of evidence	Needed for all future studies at KS3 and GCSE	Mixing up the 3 types of economic activity	Reading choropleth maps Justification	Needed for all future studies at KS3 and GCSE
Spring 2	<b>To learn about the different components of weather and climate</b>	Types of weather, rainfall, air pressure, anticyclones, depressions	Needed for all future studies at KS3 and GCSE	Different types of rainfall and air pressure systems		
Summer 1	<b>Is the climate of Russia a curse or benefit?</b>	How the extreme climate can be both beneficial and a hindrance to the economy and people of Russia	Using previous knowledge to analyse data	That even severe conditions e.g. ice and frozen landscapes can have benefits		
Summer 2	<b>Microclimate of St Cecilia's</b>			What the different factors are and how they affect microclimates e.g. aspect	Field study skills Asking geographical questions	Needed for all future studies at KS3 and GCSE

Year 8

Term	Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Autumn 1	River processes and landscapes	Erosional and depositional landforms, changes over time.	Needed for all future studies at KS3 and GCSE	How fast flow of water affects the erosion and deposition in a river		
Autumn 2	World inequality and development	Understand the consequences of inequality, development and the impact it has	Needed for all future studies at KS3 and GCSE	An understanding that there are areas of inequality, wealth and poverty in both developed and developing countries	Analysing data and statistics	Needed for all future studies at KS3 and GCSE
Spring 1	To evaluate the different strategies used in changing populations	How countries have dealt with the problems of changing populations and the consequences of these strategies	Needed for all future studies at KS3 and GCSE	That there are positive and negatives effects of policies developed.	Analysing data and statistics	Needed for all future studies at KS3 and GCSE
Spring 2	Coastal erosional processes and landscapes	Erosional and depositional landforms, changes over time.	Needed for all future studies at KS3 and GCSE	How fast flow of water affects the erosion and deposition in a river	Maps skills Reading and analysing geological maps	Needed for all future studies at KS3 and GCSE
Summer 1	Evaluation and analysis of slum developments	To discuss the challenges and opportunities available in one of the worlds largest slums	Needed for all future studies at KS3 and GCSE	That despite the poverty, there are areas of opportunity in slum areas	Reading and analysing source evidence	Needed for all future studies at GCSE
Summer 2	Urban land use field study	Burgess urban model Types of housing Types of land use	Needed for GCSE human field study	Different types of housing and land use	Field study skills Asking geographical questions	Needed for all future studies at KS3 and GCSE

Year 9

Term	Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Autumn 1	Exam questions on tectonic hazards	Causes, effect and responses to tectonic hazards	Needed for all future studies at KS3 and GCSE	That the effects of a tectonic event may have different consequences depending on the development of the area	Analysing data and statistics	Needed for all future studies at KS3 and GCSE
Autumn 2	Is there a future for the Sahel?	Desertification – causes and mitigation	Essential knowledge for GCSE paper 1	Causes of desertification	Reading source evidence, text, maps and graphs <sup>23</sup>	Needed for all future studies at KS3 and GCSE
Spring 1	How does ice change the land?	Formations of erosional and depositional landforms	Needed for all future studies at KS3 and GCSE	How corries, aretes and pyramidal peaks are linked together	Recognising landform features on OS maps	Reading and recognising features on OS maps can be a life skill
Spring 2	Why does the Middle East have a wide diversity in biomes?	Altitude, distance from equator, prevailing winds and distance from sea – how these 4 factors affect climate	Needed for future studies at KS3 and GCSE	Pupils may misunderstand or mix up some of the factors	Reading and analysing climate data graphs	Needed for all future studies at KS3 and GCSE
Summer 1	What is the future for the planet?	Causes, consequences and mitigation surrounding climate change	Needed for future studies at GCSE. Covers ethical issues that may be part of future lives.	That some activities/products that are in pupils lives are linked to possible catastrophic global change	Reading and analysing climate data graphs	Needed for all future studies at GCSE
Summer 2	Local small-scale ecosystem	The different components that make up a small-scale ecosystem	Needed for GCSE paper 1 and possible physical field study	Different types of housing and land use	Field study skills Asking geographical questions	Needed for all future studies at KS3 and GCSE

## GCSE – years 10 and 11

<b>AO1</b>	Demonstrate knowledge of locations, places, processes, environments and different scales
<b>AO2</b>	Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes
<b>AO3</b>	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements
<b>AO4</b>	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<b>Past paper exam questions</b> – to be completed at the end of a unit (question on the exam paper) and throughout the course as retrieval and exams skills exercise	locations, places, processes, environments, and different scales	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> </ul>	Misunderstanding of location on map evidence	Map skills	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> <li>Life skill</li> </ul>
	concepts and how they are used in relation to places,	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> </ul>	Misunderstanding of mitigation	Numerical and data skills	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> <li>Life skill</li> </ul>
	the interrelationships between places, environments, and processes	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> </ul>	Erosional and deposition landform errors	Evaluation and analysis of source evidence	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> <li>Life skill</li> </ul>
	Case study/unit example knowledge – data evidence, cause, effect, response, mitigation	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> </ul>	Use of incorrect case study evidence Misunderstanding of tier 2 terminology e.g. cause, effect, response	Decision making – ‘To what extent’, ‘Do you agree?’ style questions interpret, analyse and evaluate geographical	<ul style="list-style-type: none"> <li>GCSE specification assessment criteria</li> <li>Life skill</li> </ul>

Paper 1		Paper 2	
Unit	Case study/unit examples	Unit	Case study /unit examples
<b>Tectonic hazards</b>	LIC – Nepal HIC – New Zealand	<b>Urban Challenges</b>	LIC – Lagos UK - Liverpool
<b>Weather hazards</b>	Tropical storm Haiyan Somerset Level floods	<b>Sustainable city</b>	Curitiba
<b>Tropical rainforests</b>	Amazon	<b>Development</b>	India
<b>Hot deserts</b>	Sahara and Thar	<b>Water transfer scheme</b>	China – South to North Water Transfer Scheme
<b>River flooding management scheme</b>	Oxford	<b>Sustainable water supply</b>	Kenya Sand Dams

### **What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?**

- Feedback on the assessment through teacher led discussion, use of exemplary material/ AQA mark schemes
- green pen corrections
- MRI/DIRT completed
- key term spellings corrected
- pupils improve their answers in the lesson following the assessment.
- Common mistakes and misconceptions are explained, with pupils working with those who did not have problems.
- Extension questions set for those pupils who have completed assessment with few errors

### **Formative Assessment**

- Questioning,
- retrieval practice
- class discussion
- assessment of written work
- whiteboards

### **Feedback and Acting on Feedback (should be on the most valuable thing)**

- Future instructions and/or assessment task to become more refined and specific.
- Provide additional guidance (scaffolding) and resources are adapted accordingly to suit the needs of pupils.
- Pupils are given a similar skills/knowledge type question that is used as a walk through/talk through exercise.