

Assessment in Geography

Year 7

Term	Topic / 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	What is a geographer?	To know the key geographical questions geographers ask and the different types of geography.	Needed for future studies at KS3 and GCSE	Confusing the different types of Geography.	Extracting evidence from pictures and sources	Needed for future studies at KS3 and GCSE and reading maps is a life skill
Autumn 2	Map skills	The protection of the earth's natural resources is linked to our future	Needed for future studies at KS3 and GCSE	Grid references, Measuring distance and scale	Grid references Scale and distance Relief on maps	Needed for future studies at KS3 and GCSE
Spring 1	Weather and Climate	What factors affect weather experienced in different locations	Needed for future studies at KS3 and GCSE	What the different factors are and how they affect microclimates e.g. aspect	Field study skills Asking geographical questions	Needed for future studies at KS3 and GCSE
Spring 2	Biomes and People	Causes and consequences of deforestation	Needed for future studies at KS3 and GCSE	Deforestation is not necessarily a negative process; it is how deforestation occurs	Extracting evidence from pictures and sources	Needed for all future studies at KS3 and GCSE
Summer 1	UK Landscapes	Rock cycle	Needed for future studies at KS3 and GCSE	Differences between metamorphic, sedimentary and igneous rocks	Extracting evidence from pictures and sources	Needed for future studies at KS3 and GCSE
Summer 2	Glacial Landscapes	Formations of erosional and depositional landforms	Needed for future studies at KS3 and GCSE	How corries, aretes and pyramidal peaks are linked together	Recognising landform features on OS maps	Needed for future studies at KS3 and GCSE

Year 8

Term	Topic / 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	Urbanisation	What urban sprawl is and how it impacts communities and the environment	Needed for future studies at KS3 and GCSE	Urban sprawl and development on greenfield sites is always negative	Analysing source evidence, data and statistics. Studying local historic and modern maps	Needed for future studies at KS3 and GCSE
Autumn 2	Development	Reasons and implications of inequalities in global development	Needed for future studies at KS3 and GCSE	Inequalities in development only impact the poor	Analysing data and statistics	Needed for future studies at KS3 and GCSE
Spring 1	Natural Resources	The protection of the earth's natural resources is linked to our future	Needed for future studies at KS3 and GCSE	Key terms How natural resources impact on our life	Evaluation of importance Discussion skills	Needed for future studies at KS3 and GCSE
Spring 2	Sustainability and Climate Change	Causes, consequences and mitigation surrounding climate change	Needed for future studies at KS3 and GCSE	That some activities/products that are in pupils lives are linked to possible catastrophic global change	Maps skills Reading and analysing geological maps	Needed for future studies at KS3 and GCSE
Summer 1	River processes and landscapes	Erosional and depositional landforms, changes over time.	Needed for future studies at KS3 and GCSE	How fast flow of water affects the erosion and deposition in a river	Analysing data and statistics	Needed for future studies at KS3 and GCSE
Summer 2	Urban land use field study	Burgess urban model Types of housing Types of land use	Needed for GCSE human field study	Pupils may confuse types of land use and housing types	Field study skills Asking geographical questions	Needed for future studies at KS3 and GCSE

Year 9

Term	Topic / 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	Tectonic hazards	Causes, effect and responses to tectonic hazards	Needed for 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 future studies at KS3 and GCSE
Autumn 2	Are disasters natural?	To evaluate the effects of a natural disaster, and how much human activity had an impact on this.	Needed for future studies at GCSE.	That not all natural events are dangerous and that human activity can make the situation more deadly.	Reading source evidence, text, maps and graphs ²³	Needed for future studies at KS3 and GCSE
Spring 1	Asia	To discuss the challenges and opportunities available in one of the worlds largest slums	Needed for future studies at KS3 and GCSE	That despite the poverty, there are areas of opportunity in slum areas	Recognising landform features on OS maps	Needed for future studies at KS3 and GCSE
Spring 2	World regions	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 future studies at KS3 and GCSE
Summer 1	Coasts	Erosional and depositional landforms, changes over time.	Needed for future studies at GCSE.	Sea currents and geology affect different types of erosion, transportation and deposition landforms	Reading and analysing climate data graphs	Needed for future studies at GCSE
Summer 2	Decision Making Exercises	Pupils are given a range of evidence and scenarios that they need to assess and evaluate	Needed for future studies at GCSE.	That pupils are able to agree or disagree with evidence and possible solutions to problems	Asking geographical questions – 5W's, To what extent, Analysing data and statistics	Needed for all future studies at GCSE

GCSE – years 10 and 11

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

Paper 1		Paper 2		Paper 3	
Unit	Case study/example	Unit	Case study/example	Unit	DMEs
Hazardous earth - Climate	Haiyan, Katrina	UK landscapes	Lake district, South Downes	People and the biosphere	How we manage the biosphere
Hazardous earth - tectonics	Haiti, Japan	River landscapes	River Severn	Forests under threat	How we use and manage the Taiga and TRF
Developing Dynamics	India	Coastal Landscapes	South Devon and Dorset	Consuming energy resources	How we manage sustainably
Challenges of an Urbanising world	Mumbai	Urban landscapes	Birmingham		
		Rural landscapes	Rural Worcestershire		
		Field studies	River Langden/Hodder and Longridge		

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Past paper exam questions – 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"> GCSE specification assessment criteria 	Misunderstanding of location on map evidence	Map skills	<ul style="list-style-type: none"> GCSE specification assessment criteria Life skill
	concepts and how they are used in relation to places,	<ul style="list-style-type: none"> GCSE specification assessment criteria 	Misunderstanding of mitigation	Numerical and data skills	<ul style="list-style-type: none"> GCSE specification assessment criteria Life skill
	the interrelationships between places, environments, and processes	<ul style="list-style-type: none"> GCSE specification assessment criteria 	Erosional and deposition landform errors	Evaluation and analysis of source evidence	<ul style="list-style-type: none"> GCSE specification assessment criteria Life skill
	Case study/unit example knowledge – data evidence, cause, effect, response, mitigation	<ul style="list-style-type: none"> GCSE specification assessment criteria 	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"> GCSE specification assessment criteria Life skill

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8 mark extended answer question – completed during the unit to assess understanding and application of knowledge of case studies for paper 1 and 2 topics, and DMEs for paper 3 topics.	locations, places, processes, environments, and different scales	<ul style="list-style-type: none"> GCSE specification assessment criteria 	Misunderstanding of location on map evidence	Map skills	<ul style="list-style-type: none"> GCSE specification assessment criteria Life skill
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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/Edexcel 'B' 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.