TCEAT Curriculum & Assessment Overview: *Geography*

Course description and overarching aims (Intent)

The Geography curriculum is designed to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We have designed a curriculum that ensures that students learn essential aspects of both substantive and disciplinary knowledge, as well as fostering a sense of curiosity and creativity in the subject. We endeavour to reference current affairs and geographical happenings in our lessons and case studies to ensure students see the relevance of geography to their lives and help them to understand the world in which they live. Working backwards from where we want the students to be when they leave our Trust, we have used GCSE (and, for our higher and advanced tiers, A level) criteria as well as our understanding of what it means to be (and think like) a Geographer

Curriculum model overview (Implementation)

How is our curriculum planned and why:

Our curriculum is designed to enable students to have a broad understanding of diverse geographies and become global citizens. Substantive and disciplinary knowledge is built upon using a spiral approach, with fundamentals of geographic understanding learnt first. Concepts are then revisited and built on with greater detail. New concepts which require foundational understanding are introduced later.

To help students 'think like a Geographer' the curriculum is organised to model the way a geographer questions and explains the world. We take into account the student and school context to expand student's personal experiences of place, particularly in the research projects in year 7 & 8 when students investigate aspects of their own lives (sustainability, heritage / cultural diversity / a country they have links with) to develop student's security in their knowledge and help develop schema. We select examples to exemplify geographical phenomena that allow students to see the interrelationships between human and physical geographic processes and develop a broader understanding of near and far places. For example, at KS3, the year 7 curriculum begins with local geography and basic mapping skills, then increases in scale, studying geographical concepts in relation to the UK, followed by an examination of the issues posed by population on a national and global scale. Year 8 focuses on place studies of the world's major regions and global scale processes, while year 9 focuses on processes and issues in both human and physical geography and the interaction between them now and in the future.

Skills are progressively introduced to students.

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Three tiered outcomes allow teachers to break skills down at a granular level. The outcomes are also designed to offer differentiation within the lesson, rather than sequencing the learning. Every lesson therefore has at least one opportunity for application/ reflection tasks within it which supports students to get precise feedback regarding their success towards the objective. Structured discussion is an integral part of learning; students are given opportunities to discuss key concepts in pairs and as a class. Students are regularly given the opportunity to look at model responses or to construct these as a class. Tasks in lessons include challenge and support tasks which help them to develop their thinking.

Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, and Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Students on the core pathway cover the same topics as all other students, ensuring they have the same opportunities to access the breadth of knowledge, although they cover the content in less depth for example focusing on one case study rather than comparing two. Students on the advanced pathway are often exposed to more challenging reading / research material or are challenged to make more complex links between geographical contexts.

Lessons work progressively through bronze and silver objectives, with multiple checkpoints for teachers and students to reflect on their knowledge and skills gained, and allowing teachers to adapt as necessary. Most lessons are designed so that the silver and gold outcome can be demonstrated once bronze is complete, to allow for further differentiation and stretch for the most able.

For example:

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
Describe a response to a hazardous event	Bronze		
Describe short and long-term responses to a hazardous event	Silver	Bronze	
Explain the different approaches to managing a hazardous event	Gold	Silver	Bronze

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Explain the role of development in hazard management		Gold	Silver
Evaluate the effectiveness of the responses to a hazardous event			Gold

Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

We use the GCSE assessment objectives and KS3 and KS4. Most assessments focus on AO1 and one other and all AOs are assessed with formal feedback at least twice per year. There is a balance of the AOs in all year groups, although assessments in the lower years don't have the exact GCSE proportions (shown in grey) until they have built up the knowledge and skills to access them.

AO1 – Knowledge of places / processes / events - 15%
AO2 – Understanding of places / processes / events (describing, explaining, making links) - 25%
AO3 – Interpretation, evaluation, assessment and judgement - 35%
AO4 – Skills (maps, fieldwork, data manipulation, interpretation) - 25%

Knowledge:

- Substantive knowledge - The main categories that account for the accepted conventions and facts of Geography including:
    - Place studies within the UK, Africa, Asia (especially China and India) and Russia, focusing on knowledge of key physical and human characteristics.
    - Physical geography: the formation of distinctive landscapes through physical processes, plate tectonics; geology, weathering and soils; weather, climate, and environmental regions; hydrology and coasts.
    - Human geography: population and urbanisation; international development; economic activity in different sectors; the use of natural resources;
    - Environmental awareness: how humans influence the natural environment; how human activity relies on effective functioning of natural systems
    - Interdependence: making links between different aspects of geography at a variety of geographical and temporal scales.

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- Disciplinary knowledge - The main subject skills, procedures, thinking structures and behaviours of Geography including:
    - Location and spatial awareness of the world's countries using maps. Interpreting Ordnance Survey maps, using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
    - Interpreting and manipulating data from graphs, charts, photographs, and other qualitative sources.
    - Using Geographical Information Systems (GIS) to view, analyse and interpret places and data
    - Fieldwork (asking geographical questions, planning an investigation, collecting, analysing, and drawing conclusions from geographical data. Using both primary and secondary data to inform the enquiry) and effective research.
    - Understanding of how Geographical processes change over time (temporal) and spatial scale
    - Understanding of interdependence and interconnectivity e.g. how events and processes affect each other / how past and present actions shape the future.
    - Evaluation and assessment of issues from a variety of points of view

- Disciplinary Literacy -
  Literacy is developed through systematic use of talk frames, explicit teaching of keywords, use of key word glossaries on knowledge organisers, and systematic use of connective, discussion, experimental write up and exam command word literacy mat. Students are introduced to geographical writing at a sentence level initially, followed by paragraph construction, then sequencing of ideas into a cohesive balanced argument.

Curriculum seven-year plan:

At Key Stage 2 Geography, pupils should have extended their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This should have included the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. For further detail see the Geography KS2 National Curriculum. The first topic in Year 7 acts a bridging topic to close the gaps in student disciplinary knowledge. We cover all areas of the KS3 national curriculum in years 7-9. Year 9 is a 'bridging year' which covers content which is on the GCSE but which is also essential knowledge for life as a responsible global citizen e.g. resource management. Years 10 and 11 cover the more complicated GCSE topics, once students have built the foundations in years 7-9.

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The Geography curriculum is designed to converge at key points throughout the academic year. Geography students will follow the TCEAT curriculum as mapped below*:*

	Substantive knowledge				**Disciplinary knowledge**									**Keywords**	**Literacy milestones**
	Place / locational knowledge	Physical geography	Human geography	Environmental awareness	OS Map skills	Interpreting graphs / charts / photos / qualitative sources	Using GIS	Research	Fieldwork	Understanding of scale	Understanding of interdependence	Evaluation / assessment of an issue	Literacy and Numeracy in geography		
Year 7															
Unit 1 – What is my local Geography?	countries, continents		Sustainability	individual role in school sustainability	symbols, grid references, scale, contours	Presenting results of the sustainability investigation graphically	Schools location on GIS		School Sustainability study	Map skills, Sustainability study	Sustainability study	Drawing conclusion from sustainability study	Calculating mean and presenting results	Geography Human/physical Geography Scale Compass Key Investigation Hypothesis Sustainability	1 2 4
Unit 2 – what is the UK like?	Major settlements Location of the Lake District? Longitude, latitude,	Rivers	Settlement, Tourism + impacts	Sustainable tourism	Location of the Lake District, evidence of tourism	Interpret photographs of river landforms.	Virtual fieldwork - Use of Google Street view to introduce students to rural living	impacts of tourism on Lake District	Virtual fieldwork – observation of a virtual walk down a street in the Lake District	National scale Physical processes change over time to create landform		Evaluating the success of Sustainable tourism	Tourism in Lake District newspaper article	Site/situation Geology Relief Erosion/Transportation/deposition Tourism Economy Sustainability	3 5 6
Unit 3 – how is our population	China's location	China's physical Geography	Population, migration, development	Impact of overpopulation on the		World population line graph, choropleth		China country fact file	How diverse is my class? Study	Scale of population growth	Impacts of migration	How effective is population control in China	Interpreting graphs of population change and population pyramids	Birth/death rate Ageing/youthful population Population pyramid Migration Overpopulation	5 6 7

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changing?				environment		maps, population pyramids						and Kerala in India		Life expectancy Natural increase/decrease Dependency ratio	
Year 8															
Unit 1 – Amazing Africa	African countries Africa country fact file	Physical features in Africa, Main biomes in Africa, climate across Africa	development, inequality, migration, employment sectors, urbanisation	Impacts of rapid urbanisation		choropleth maps of population distribution, climate graphs, line graphs		Africa country fact file		Scale of population growth	Legacy of colonialism in Africa, impacts of global technology industry on coltan miners in DRC) Rural-urban migration. Impact of climate change on migration.	Evaluating informal settlement improvement programme, deciding whether to move to a city or not.	discussion stems, evaluate / assess essays climate graphs, economic structure pie charts	Population density Migration Informal settlement Employment sectors Urbanisation Inequality Perception	1 2 5
Unit 2 – tectonics	Volcan de Fuego, Guatemala, Tohoku earthquake, Japan	plate tectonics, earthquakes, volcanoes	Responses to disasters			interpreting maps of plate boundaries and earthquakes and volcanoes	live volcanic eruptions / earthquakes	researching the eruption of Volcan del Fuego		Geological timescale of continental drift Scale of impact / response of natural disasters Physical processes change over time to create landform	Role of development in a country's ability to respond to hazards.	Assessing responses to a tectonic hazard	Discuss essays, evaluation of the responses to a tectonic hazard essay	Earthquake Volcano Plate boundary Cause Effect Response Management Hazard	3 5 6/7
Unit 3 – weather,	Hurricane USA	weather, climate,	enhanced greenho	human impact on			presenting data		Microclimate investigat	scale of response to	impacts of climate change	Assessing responses to a	calculating averages in microclimate	Weather Climate Atmosphere	2 4 5

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hazards and climate change		hurricanes, greenhouse effect	use effect	climate including responses to climate change			for micro climate fieldwork hurricane pathways		ion – accuracy and reliability	climate change		hurricane and responses to climate change	results and presenting results	Hurricane / Tropical cyclone Microclimate Climate change (Enhanced) greenhouse effect Mitigation Enquiry / Investigation	
Unit 4 – Extreme Environments	Tundra in Siberia, Deserts in the Middle East	Glacier landforms, plant and animal adaptation	Human adaptation, threats to extreme environments	Impacts of climate change		Interpreting photographs,		Research the formation of a glacial landform		Global scale impact of climate change	Impacts of climate change on extreme environments and the damage caused by people who do not live in that environment	Assessing which extreme environment is most threatened		Adaptation Biome Vegetation Habitats Marine Resource	3 6
Year 9															
Unit 1 – Ecosystems	Richmond Park/Epping Forest, Monteverde Cloud forest Costa Rica	Ecosystems, biodiversity and management, Food chains,	Causes of deforestation in TDW and TRF,	Impacts of deforestation in TDW and TRF Degradation of Marine ecosystems		Interpreting climate graphs,	Investigating forest loss			Accelerating Human impact on ecosystems. Scales of management in TRF	Impacts of ecosystem destruction, pollution of marine habitats, link between population growth and human impact	evaluating threats to ecosystems / management strategies	climate graphs in Ecosystems	Abiotic/biotic; biosphere; nutrient cycle; biome; ecosystem; deciduous; ecotourism; sustainable management.	3 5 6
Unit 2 – resource management	Fracking, USA and UK, Energy mix UK and Senegal/China	Resource distribution	Resource Management (energy focus)	Impacts of renewable and non-renewable energy sources on the		pie charts, stacked bar charts, photos showing environmental		Impacts of fracking,		Scale of impacts of resource exploitation / scale of management	Resource management unit (fracking, overfishing, farming)	Evaluation of Fracking as an alternative energy resource	discussion stems, evaluate / assess essays	Consumption; renewable/non-renewable; finite/infinite; fossil fuel; energy mix; fracking; overfishing; exploitation.	3 5 6

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				environment, fishing and farming impacts, water consumption		impacts of resource extraction				strategies					
Unit 3 – coastal landscapes	Holderness, Jurassic coast	Coastal processes,	Impacts of coastal erosion on people, Coastal Management strategies	Rising sea levels caused by climate change	symbols, grid references, scale, contours, interpretation	examine essays (Satellite photos, diagrams, OS Maps)	Investigating coastal recession and defences on the Holderness coastline		Physical processes change over time to create landform		Human impact on the coastline	Should we defend/protect the Holderness coast?	process vocabulary and examine essays	Constructive/destructive waves; physical processes; concordant/discordant coastline; geology; swash/backwash; coastal retreat; storm surge.	3, 4, 5
Year 10															
Unit 1 – River landscapes and fieldwork	Rivers in the UK, River Chess	River processes, including the Bradshaw model	Impacts of flooding on people	climate change / human impact	symbols, grid references, scale, contours, interpretation	Drawing and interpreting river cross sections, river long profile, examine essays (Satellite photos, diagrams, OS Maps)	Flood risk mapping		Collecting river fieldwork data and write up		link between human activity (urbanisation) and river flooding.		drawing and interpreting graphs for fieldwork Fieldwork report writing	Erosion, deposition, transportation, flooding, hard/soft engineering, cross/long profile, landform	3 4 5

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Unit 2 – Global Development	India	Physical features of India	Inequality and the development gap, geopolitics, development indicators, strategies to close the development gap.	Environmental implications of rapid development		Interpreting choropleth maps of GDP, population pyramids		Impacts of rapid development		Scale of population growth / inequalities on a local / national / international scale	link between economic development and socio-economic wellbeing, impact of past events on development, future implications of population growth	assessing/ evaluating effects of development / effectiveness of development strategies	discussion stems, evaluate / assess essays	Development, inequality, transnational corporation (TNC), developing (LHD)/emerging(MHHD)/developed(VHHD), bottom up/top down development, GDP, quality of life	3 5 7
Unit 3 – Changing Cities and urban fieldwork	City studies of Mumbai/Sao Paolo and London/Brighton	Physical features of City case studies	Burgess and Hoyt models or urban growth	Environmental impacts of rapid urbanisation in developed and developing cities e.g informal settlements, congestion, consumption of land for housing	Site of UK Cities	Choropleth maps showing inequality in cities, interpretation of photos	using Google Street view to examine cities in different parts of the world, secondary data for fieldwork, land use maps,		Collecting urban fieldwork data and write up	Scale of population growth / inequalities on a local / national / international scale	link between economic development and socio-economic wellbeing, impact of past events of development, future implications of population growth	assessing/ evaluating effects of development / effectiveness of management strategies	discussion stems, evaluate / assess essays drawing and interpreting graphs for fieldwork Fieldwork report writing process vocabulary and examine essays	Site, situation, connectivity, urbanisation, migration, push/pull factor	4 5 7
Year 11															

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Unit 1 – weather, hazards and climate change	Hurricane USA / Philippines, Drought USA / Namibia / Ethiopia	Formation of tropical storms, Causes of drought	Responses to disasters	Anthropogenic causes of climate change			tracking a hurricane	researching negative effects of climate change		temporal scale of climate change, scale of impacts of natural disasters	Link between hazard management and economic development. Link between climate change and extreme weather.	Assessing the effects and responses to droughts and hurricanes SAH 1 – Assessing impacts of climate change	discussion stems, evaluate / assess essays	Enhanced greenhouse effect Glacial/interglacial period Quaternary period Atmospheric circulation Tropical cyclone Drought (meteorological/hydrological)	4 5 7
Unit 2 – UK Challenges	National Parks,	UK's landscapes – rivers and coastal flooding	Settlement, population and economic challenges	Resource consumption and environmental sustainability, climate change, conservation of National Parks		articles, bar charts, line graphs, choropleth maps, infographics, photos	using Google Street view to examine place in rural landscapes			National scale management of challenges of	complexities of the UK's geographical challenges)	Discuss questions examining the challenges facing the UK and the effectiveness of management strategies	Discuss essays	Brownfield/greenfield site National park Conservation Migration Two-speed economy Sustainability Core/periphery	5 6 8
Unit 3 – UK Landscapes	Upland and lowland areas, Tees-Exe line	Rock formation and the impact on landscape, glacial processes and landforms	Human influence on the landscape (settlement, agriculture, forestry)	Impact of human activity on landscapes		Interpreting geological and relief maps of the UK				temporal scale of glaciation and rock formation, tectonic processes				Distribution Characteristic Geology Tectonic processes Upland/lowland landscape Agriculture Forestry Settlement	1 3 4
Year 12															

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Water and the Carbon Cycle	Ganges River, Mississippi River, Siberian Tundra, Madagascan /Amazon rainforest River Nar	Water and carbon cycle as a system including flows, stores, inputs and outputs	Human impacts on the water and carbon cycle systems	Adaptation and mitigation to anthropogenic climate change		6 mark exam questions	River Nar	Size of water and carbon stores	Infiltration rates and carbon stores in trees	Impacts of climate change on a range of scales Mitigation strategies at different scales (local vs global) in the carbon cycle	Link between impacts of: - Climate change and changing rainfall patterns - climate change and coastal management	Evaluating mitigation strategies for the carbon cycle	Assess, Evaluate, "To what extent…" 20-mark essay planning	System theory, open/closed system, water cycle, carbon cycle, inputs, stores, flows/transfers, positive/negative feedback,	4 5 8
Changing place	Ealing Broadway Southwold, Liverpool La Perla, Taiwan, Alcatraz, Hull, Uluru,	how physical processes contribute to the character of place	Character and experience of place		Southwold and Ealing Broadway case studies.	6 mark exam questions		South wold and Ealing Broadway case studies.	Local place fieldwork Southwold				Assess, Evaluate, "To what extent…" 20-mark essay planning	Place Demographics Endogenous/exogenous Experienced/media places Near/far places Meaning Representation Sense of place Lived experience Location/locale Place marketing	6 8
Coasts	Holderness and Sundarbans coast	Coastal landscape as a system including flows, stores, inputs and outputs	Human impacts on the water and carbon cycle	Impacts of climate change on coastal systems	Holderness Case study Interpretation of coastal landscapes	6 mark exam questions	Holderness story mapping	Impacts of coastal flooding	Southwold coastal processes and management	Mitigation strategies at different scales (local vs global) in the coastal system,	Link between impacts of: - climate change and coastal management	Assessing the causes of coastal flooding Assessing the effectiveness of ICZM/SMPs	Assess, Evaluate, "To what extent…" 20-mark essay planning	Mitigation, adaptation, emergent/submergent, isostatic, eustatic, sustainable/traditional, mangrove, halosere, psammosere	4 5 8

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Contemporary Urban Environments	London, Mumbai, London Docklands, Hulme City Challenge and Devonport, Copenhagen, Cheonggyecheon, Battersea, Lingang, Shanghai, Amsterdam, Singapore, Bogota	Urban Heat Island effect	Causes of urbanisation, management of a modern city			6 and 9 mark exam questions			Regeneration of Battersea power station.				Assess, Evaluate, "To what extent…" 20-mark essay planning Assess, to what extent 9 mark essays	Urbanisation/suburbanisation/counter-urbanisation/urban resurgence Decentralisation Deindustrialisation Liveability Megacity/world city/post-modern western city Social segregation/cultural diversity Sustainable urban drainage system	6 8
Year 13															
Hazards	Hazards – Mount Nyiragongo and Mount Ontake eruptions Haiti (2010) and Tohoku (2011) earthquakes, Hurricane Katrina (2005) and Typhoon Haiyan (2013), 2009 Victoria wildfires, The Philippines, Tokyo	Plate tectonic theories, formation of hazards,	Responses to and Management of Hazards	Changing frequency and intensity of hazards linked to climate change.		6 and 9 mark exam questions		Impacts of Hazard case studies		Impacts of primary and secondary hazards on a range of scales	Embedded throughout E.g Link between: Hazard impact and climate change Challenges of managing hazards in relation to climate change Level of development and hazard impact, management and response	Evaluating the impacts, responses and management of hazards	Assess, Evaluate, "To what extent…" 20-mark essay planning Assess, to what extent 9 mark essays	hazard, disaster, risk, resilience, perception, vulnerability, frequency, magnitude	4 5 8
Global Systems	Antarctica	Climate in		Impact of		6 mark exam				Impacts of				Containerisation Geopolitics	6 8

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and Global Governance		Antarctica		Climate Change on Antarctica		questions				Globalisation				Global commons Global governance Global marketing Protectionism Tariffs TNC United Nations	
IP							Methods planning and analysis of primary and secondary data		Individual collect of field data for NEA/IP				Stats tests in IP/NEA – IQR, Spearman's rank, Chi-Squared test		

Differences between school content highlighted in school colours: TWY, WP, EFH, ADA

Literacy Milestones Key

1. Identify and describe geographical concepts and processes using subject specific vocabulary
2. Simply explain, using relevant sentence structures, why a geographical concepts and processes occurs
3. Offer a developed explanation, using relevant sentence structures, why a geographical concepts and processes occur
4. Explain ideas in a logical sequence
5. Use evidence to support a point using relevant sentence structures
6. Effectively express points of view using relevant sentence structures
7. Evaluate an idea using relevant sentence structures (STARK/SEEP)
8. Structure an evaluative response using appropriate connectives and sentence structures to generate a cohesive balanced argument.

Approaches to learning

Each unit is accompanied by a knowledge organiser which defines the substantive knowledge and tier 2 vocabulary to be mastered. Both geographical and general skills are developed through repeated experience, with each encounter being in the context of increasing complexity (also a spiral approach) in the delivery of content. Every lesson starts with 'Golden Nuggets' (recall quiz of core content) that follow spaced practice to promote retention. Each lesson in a unit will introduce the core knowledge first, and build on this adding greater detail and

complexity in line with the learning objectives. Every lesson therefore has at least one opportunity for application/reflection tasks within it which supports students to get precise feedback regarding their success towards the objective. Structured discussion is an integral part of learning; students are given opportunities to discuss key concepts in pairs and as a class. Students are regularly given the opportunity to look at model responses or to construct these as a class. Tasks in lessons include challenge and support tasks which help them to develop their thinking.

Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:

AfL – Assessment for Learning

Afl is critical to learning. Throughout each lesson students will be given opportunities to test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning. All Geography lessons start with regular low stakes testing of key knowledge through Golden Nuggets on Mini whiteboards (MWBs) that follow spaced practise to develop student retention and recall. Students track their progress by RAG-ing skills on the front of Quarterly exams.

Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson. Lesson prep is set consistently and either consolidates learning, retrieves prior learning or prepares students for the next lesson.

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Standardised assessments

These are longer tasks designed to provide students with a chance to apply work from several lessons. These may be done as homeworks or in class. These tasks will be in place of prep and have an extended deadline as they will take students longer to complete. Most AHWs are teacher marked.

Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning.

Geography

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th><th>Year 13</th></tr>
<tr><td>Quarter 1</td><td colspan="3">Formal assessment for Q1 but this is an MS Forms-based assessment, completed at home or in class.
Marks entered onto Go4Schools.
Learning habit grades only show on Go4Schools and gradesheets.</td><td colspan="4">A formal in-class assessment on restricted content.
(eg. Year 12 Q1 only includes 4 and 6 mark answers on the water cycle and changing places on course covered to date).

Marks and grades recorded on Go4Schools.

Grade, on track and learning habit grades show on Go4Schools gradesheets.</td></tr>
<tr><td>Quarter 2</td><td colspan="7">Formal exams based on cumulative content of the course covered to date.

Marks and grades recorded on Go4Schools.

Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</td></tr>
</table>

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Quarter 3	Formal assessment for Q3 constitutes an MS Forms-based assessment made up of mostly MCQs, and an AHW of longer writing completed in timed conditions in class. Marks entered onto Go4Schools. Learning habit grades only show on Go4Schools and gradesheets.	Year 10: Q3 uses a formal in-class assessment with restricted content Year 11-13 cumulative content assessed from the start of the course. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.
Quarter 4	Formal exams for all subjects based on cumulative content of the course covered to date. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets/reports For Year 11 and 13, final GCSE and A Level exams.	

Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker at the front of their books. Following quarterly assessments in Geography, whole class strengths and areas for development are shared. Common misconceptions are identified and dispelled. Teachers provide feedback on assessment language, mark scheme criteria and examiner report feedback where applicable. A few common errors in substantive or disciplinary knowledge are addressed and re-taught

and students are given a second opportunity to check that they have improved their understanding in that area by completing a personalised practice task before progressing to the next stage in the curriculum

External examinations.

KS4 exam board: Edexcel A

KS5 exam board: AQA A-level