

### KS3 and KS4 Geography Assessment

<b>Assessment Objectives and Progress Map for Key Stage 3 and Key Stage 4</b>				
<i>Grade</i>	<i>Knowledge – I know:</i>	<i>Understanding – I understand:</i>	<i>Analyse and Evaluate – I can:</i>	<i>Skills and Fieldwork – I can:</i>
9	<p>The location of a wide range of the world’s countries and oceans, including smaller countries and cities in less familiar places like Oceania and the Middle East. The human and physical similarities, differences and links between diverse places around the world.</p> <p>Many specific examples, facts and figures from lessons and my own wider research and I can use these as evidence to make my arguments convincing.</p> <p>An extensive range of geographical vocabulary and use terms appropriately and accurately related to the topic.</p>	<p>The complex interactions between social, economic, political and physical processes and can explain how these interactions create distinctive/particular places and environments.</p> <p>Predict how places and environments change over time by using my understanding of Geography</p> <p>How sustainable development can affect my local community as well as the planning and management of environments and resources at a local to global scale.</p>	<p>Analyse complex geographical patterns over time and space.</p> <p>Apply concepts and models to analyse geographical contexts and evaluate the limitations of theory.</p> <p>Evaluate the relative strengths, weaknesses and sustainability of alternative approaches to tackling issues and justify my view about the best approach.</p> <p>Explain contrasting views about issues held by different groups of people ranging from local communities to governments and world organisations.</p>	<p>Independently identify precise geographical questions and theory based hypotheses to form an effective enquiry sequence.</p> <p>Plan, carry out and evaluate fieldwork techniques, making effective use of primary and secondary data.</p> <p>Interpret and present a wide range of geographical data to develop convincing arguments and reach accurate and substantiated conclusions.</p> <p>Use a wide range of maps in different formats and at different scales and then visualise what places are like.</p>
	The location of a wide range of the world’s countries and	The interactions between social, economic and physical	Analyse geographical patterns over time and space.	Independently identify geographical questions and

8	<p>oceans, including smaller countries and cities.</p> <p>The human and physical similarities, differences and links between different places around the world.</p> <p>Many examples, facts and figures and i can use these as evidence to support my arguments.</p> <p>An extensive range of geographical vocabulary and i always use the terms confidently and accurately.</p>	<p>processes and can explain how these interactions create distinctive places and environments.</p> <p>How places and environments change over time by drawing on a deep understanding and knowledge of locations, contexts and scales.</p> <p>How sustainable development can affect the planning and management of environments and resources at different scales.</p>	<p>Apply concepts and models to analyse geographical contexts and explain some of the problems with theory.</p> <p>Evaluate the strengths and weaknesses of alternative approaches to tackling geographical issues and justify my view about the best approach.</p> <p>Explain contrasting views about issues held by a range of different groups of people and stakeholders.</p>	<p>hypotheses to form an effective enquiry sequence.</p> <p>Plan, carry out and evaluate fieldwork techniques, making use of primary and some secondary data.</p> <p>Interpret and present a wide range of geographical data to develop logical arguments and reach accurate conclusions consistent with the evidence. Use a wide range of maps in different formats and at different scales with accuracy.</p>
7	<p>The location of a range of the world's countries and oceans, including countries and cities across the continents.</p> <p>The human and physical similarities and differences between places around the world.</p> <p>A range of examples, facts and figures which I can use as evidence to support my arguments.</p>	<p>The interactions between human and physical processes and can explain how these interactions create distinctive places and environments.</p> <p>How places and environments change by drawing on an understanding and knowledge of locations, contexts and scales.</p> <p>How sustainable development can affect the planning and management of environments</p>	<p>Analyse geographical patterns at a range of scales.</p> <p>Apply concepts and models to analyse geographical contexts and identify the differences between theory and the real world.</p> <p>Identify the strengths and weaknesses of alternative approaches to tackling geographical issues and justify</p>	<p>Independently identify geographical questions and start to form hypotheses to form a logical enquiry sequence.</p> <p>Plan, carry out and evaluate fieldwork techniques, making effective use of a range of data.</p> <p>Interpret and present a range of geographical data to develop arguments and reach</p>

	<p>A wide range of geographical vocabulary that I can use fully and accurately.</p>	<p>and resources. Why we should plan and manage the environment and different resources at a local to global scale.</p>	<p>my view about the best approach.</p> <p>Explain contrasting views about issues held by different groups of people.</p>	<p>accurate conclusions consistent with the evidence.</p> <p>Use a range of maps in different formats and at different scales with accuracy.</p>
6	<p>Where many of the world's countries, important cities and oceans are found, including those in Europe, North and South America, Africa and Asia.</p> <p>Where places are located relative to the northern/southern/eastern and western hemispheres.</p> <p>The human and physical features that make places unique.</p> <p>Relevant examples, facts and figures and I can use them effectively to make a clear point.</p> <p>A range of geographical vocabulary which I often use in my responses.</p>	<p>A range of human and physical processes and can explain how these interact to produce the characteristics of places and environments.</p> <p>The concept of sustainable development and can explain how human activity causes places and environments to change at different scales.</p>	<p>Identify and explain geographical patterns at local national and global scales</p> <p>Explain how concepts and models work and identify the similarities and differences between theory and the real world.</p> <p>Explain different approaches to managing geographical issues and explain my own view and the attitudes of others about the most effective approach.</p>	<p>Ask relevant geographical questions and suggest a good sequence of enquiry.</p> <p>Plan and conduct fieldwork with some support.</p> <p>Use a range of data and resources to answer research questions and reach conclusions that are consistent with the evidence.</p> <p>Uses more complex techniques to present information</p> <p>Interpret Ordnance Survey maps and atlases, including accurate use of latitude and longitude, grid references, scale and relief.</p>

5	<p>The location of many of the world's countries and major oceans, giving specific named examples</p> <p>If key places are located in the northern/southern/eastern and western hemispheres.</p> <p>The human and physical features of different places around the world.</p> <p>Some good examples, facts and figures and I can use them to demonstrate a point.</p> <p>A range of geographical vocabulary and I can use terms in my responses.</p>	<p>A range of human and physical processes and can start to explain how these interact to produce the characteristics of places and environments.</p> <p>The concept of sustainable development and can explain how human activity causes places and environments to change.</p>	<p>Identify and explain geographical patterns at more than one scale</p> <p>Describe how concepts and models work and identify the similarities and differences between theory and the real world.</p> <p>Describe different approaches to managing geographical issues and explain my own view and the attitudes of others about the most effective approach.</p>	<p>Ask relevant questions and suggest a productive sequence of enquiry.</p> <p>Plan and conduct fieldwork with some support.</p> <p>Use a range of data and resources to answer research questions and reach conclusions that are consistent with the evidence.</p> <p>Interpret ordnance survey maps and atlases, including accurate use of latitude and longitude, grid references, scale and relief.</p>
4	<p>The location of the world's countries and major oceans, including countries outside of Europe.</p> <p>If key places are located in the northern or southern hemispheres.</p>	<p>The key steps of a range human and physical processes and start to link these to the features of places and environments.</p> <p>That sustainable development is about caring for the environment as well as people and can explain how human</p>	<p>Describe and give linked explanations for geographical patterns.</p> <p>Explain the main advantages and disadvantages of different approaches to managing geographical issues.</p>	<p>Ask relevant questions and start to suggest a productive sequence of enquiry.</p> <p>Plan and conduct fieldwork with considerable support.</p> <p>Use a range of data and resources to start to answer research questions and reach</p>

	<p>The human and physical features of different places around the world. Some good examples, facts and figures and I can use them to demonstrate a point.</p> <p>A range of geographical vocabulary and can use these terms in my answers.</p>	<p>activity causes places and environments to change.</p>	<p>Explain my own view about geographical issues and explain why other people may hold differing viewpoints</p>	<p>conclusions that are consistent with the evidence.</p> <p>Start to interpret Ordnance Survey maps and atlases, including accurate use of latitude and longitude, grid references, scale and relief.</p>
3	<p>Where the key countries and oceans are found in Europe and the wider world.</p> <p>The key lines of latitude and longitude, such as the equator, poles, the tropics and Greenwich Meridian. The human and physical features of the UK and I can compare aspects of these to other countries in different continents.</p> <p>A growing range of geographical terms and examples which I am starting to use in my work</p>	<p>A few important human and physical processes and I am beginning to link these to the features of places and environments.</p> <p>How human activity can improve and damage the environment.</p> <p>That geographical processes, patterns and change can occur at different scales in space and time.</p>	<p>Describe and state simple reasons for geographical patterns.</p> <p>Describe the main advantages and disadvantages of different approaches to managing geographical issues.</p> <p>Explain my own view about geographical issues and begin to state views of other groups of people</p>	<p>Ask relevant geographical questions about the world around me.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a wide range of methods.</p> <p>Use maps at a range of scales and apply the eight points of a compass, four and six-figure grid references, symbols and key confidently.</p>
2	<p>The names and the locations of the seven continents and five oceans of the world</p>	<p>Differentiate between human and physical geography</p>	<p>Describe a pattern using evidence from a map , graph of photo</p>	<p>Ask geographical questions about the world around me.</p>

	<p>Some of the human and physical features of the UK and can compare these to another European and a non-European country</p> <p>Some geographical words from each topic that I can recognise and start to use in my work.</p>	<p>concepts locally, nationally and globally</p> <p>That geographical processes and patterns can occur on a local, national or global scale</p>	<p>Give an advantage and a disadvantage of a course of action or a management strategy of a geographical issue</p> <p>Briefly explain my own point of view about geographical issues</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p>Use different types of maps and apply the eight points of a compass, four and six-figure grid references, symbols and key.</p>
1	<p>The names of the seven continents and five oceans of the world.</p> <p>Some of the human and physical features of the UK and can compare these to another country.</p> <p>Some geographical words from each topic.</p>	<p>Differentiate between human and physical geography concepts</p> <p>That geographical processes can occur on a range of scales</p>	<p>Describe a pattern in a map or graph</p> <p>Give an advantage or a disadvantage of a course of action or a management strategy of a geographical issue</p> <p>Describe and give one reason for my point of view</p>	<p>Start to ask geographical questions about the world around me.</p> <p>Start to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p>Start to use different types of maps and apply the eight points of a compass, four and six-figure grid references, symbols and key.</p>
Found-ation (F)	<p>The names of the four capital cities of the UK and I can name some of the continents and oceans</p>	<p>The difference between human and physical geography.</p>	<p>State the overall trend or pattern when I look at some information or data in geography.</p> <p>Describe my own view about geographical issues</p>	<p>Use fieldwork skills with some help in order to study the geography of the school and the key features of its surrounding environment.</p>

	<p>Some of the human and physical features of the UK.</p> <p>Some common geographical words like valley, weather and capital city</p> <p>The names of the four countries in the UK</p> <p>That countries are found in groups called continents.</p>	<p>That people can affect the environment in good and bad ways</p> <p>That things in geography can be small or large in scale</p> <p>That geography is about people and the natural world.</p> <p>That people can affect the environment.</p> <p>That things in geography can affect me</p>	<p>Select information from a geographical source</p> <p>State whether I agree or disagree with a point of view</p>	<p>Use simple maps and interpret symbols and a key.</p> <p>Use the four point compass and basic words to describe where a place is found.</p>
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### Units of Work

<b>Class -- Term</b>	<b>Learning Content</b> (Homework is an extension of classwork)
<p>Year 7 - Autumn 1<sup>st</sup> half</p> <p><b>What is a geographer?</b></p>	<ul style="list-style-type: none"> <li>• Being a geographer</li> <li>• Asking geographical questions</li> <li>• Conducting geographical enquiries</li> <li>• Key aspects of studying people and places</li> <li>• How to use geographical data, including maps</li> </ul>
<p>Year 7 - Autumn 2nd half</p> <p><b>How do we use our planet as a natural resource?</b></p>	<ul style="list-style-type: none"> <li>• The different elements that make up our planet and how they interact</li> <li>• How rocks and soils form and their importance to life</li> <li>• What a biome is and how the rainforest biome works</li> <li>• How people use the earth's natural resources such as water, oil and energy supplies</li> <li>• The difference between renewable and non-renewable resources</li> </ul>

<p>Year 7 - Spring 1<sup>st</sup> half</p> <p><b>What is an economy, from local to global?</b></p>	<ul style="list-style-type: none"> <li>• Economic activities and what they are like at different scales, from local to global</li> <li>• The ways in which jobs can be arranged into groups or sectors</li> <li>• The range of jobs people do and how jobs have changed over time</li> <li>• What trade is and how it has become global</li> <li>• How the UK economy has developed and how our links with the world have grown</li> </ul>
<p>Year 7 - Spring 2<sup>nd</sup> half</p> <p><b>What is weather and Climate?</b></p>	<ul style="list-style-type: none"> <li>• The concepts of weather and climate</li> <li>• The elements that make up the weather and climate</li> <li>• How the weather is measured</li> <li>• How to read weather maps using the synoptic code</li> <li>• How to distinguish between weather and climate</li> </ul>
<p>Year 7 - Summer 1<sup>st</sup> half</p> <p><b>Is the geography of Russia a curse or a benefit?</b></p>	<ul style="list-style-type: none"> <li>• Where Russia is located</li> <li>• What Russia is like</li> <li>• The physical landscape, climate and natural environment of Russia</li> <li>• How Russia's physical geography has influenced its human geography</li> <li>• How important Russia is to the world</li> </ul>
<p>Year 7 - Summer 2<sup>nd</sup> half</p> <p><b>Fieldwork of choice</b></p>	<ul style="list-style-type: none"> <li>• Prepare to carry out fieldwork by deciding on my enquiry and developing my background knowledge of the chosen topic.</li> <li>• Collect data using a variety of methods including surveys and questionnaires.</li> <li>• Present my findings in the form of charts, graphs, tables, maps etc.</li> <li>• Interpret my data by recognising patterns, trends and unusual results.</li>   <li>• Evaluate my fieldwork by reflecting on what went well and what can be improved next time.</li> </ul>
<p>Year 8 - Autumn 1<sup>st</sup> half</p> <p><b>Why are rivers important?</b></p>	<ul style="list-style-type: none"> <li>• What rivers are and how water flows into them</li> <li>• How weathering, erosion and transportation create river landforms</li> <li>• Identify river landforms on OS maps</li> <li>• Why rivers are important to people</li> </ul>

<p>Year 8 - Autumn 2<sup>nd</sup> half</p> <p><b>What is development?</b></p>	<ul style="list-style-type: none"> <li>• Define development</li> <li>• Compare development around the world</li> <li>• Understand where and why inequality occurs</li> <li>• Understand the actions taken by individuals, governments and communities to aid development.</li> </ul>
<p>Year 8 - Spring 1<sup>st</sup> half</p> <p><b>One planet, many people: how are populations changing?</b></p>	<ul style="list-style-type: none"> <li>• About world population distribution and change</li> <li>• How countries attempt to control population change</li> <li>• Types of migration</li> <li>• Understand urbanisation and how cities evolve</li> </ul>
<p>Year 8 Spring 2<sup>nd</sup> half</p> <p><b>What happens where the land meets the sea?</b></p>	<ul style="list-style-type: none"> <li>• Understand how erosion, deposition and transportation create and change coastal landforms over time to consider how the coast is used by people</li> <li>• Understand the need for, and impact of, different coastal management strategies</li> <li>• Identify coastal landforms on OS maps and photos</li> </ul>
<p>Year 8 - Summer 1<sup>st</sup> half</p> <p><b>Diverse and dynamic: how is Asia being transformed?</b></p>	<ul style="list-style-type: none"> <li>• Asia's diverse physical and human geography</li> <li>• How Asia is a continent of dynamic change</li> <li>• The changing relationship between Asia and the rest of the world</li> </ul>
<p>Year 8 - Summer 2<sup>nd</sup> half</p> <p><b>Fieldwork of choice</b></p>	<ul style="list-style-type: none"> <li>• Prepare to carry our fieldwork by deciding on my enquiry and developing my background knowledge of the chosen topic.</li> <li>• Collect data using a variety of methods including surveys and questionnaires.</li> <li>• Present my findings in the form of charts, graphs, tables, maps etc.</li> <li>• Interpret my data by recognising patterns, trends and unusual results.</li> <li>• Evaluate my fieldwork by reflecting on what went well and what can be improved next time.</li> </ul>

<p>Year 9 - Autumn 1<sup>st</sup> half</p> <p><b>Can we ever know enough about earthquakes and volcanoes to live safely?</b></p>	<ul style="list-style-type: none"> <li>• The theory of plate tectonics</li> <li>• How volcanoes and earthquakes are linked to plate tectonics</li> <li>• The hazards for people associated with these events</li> <li>• How scientists attempt to predict, manage and prevent these hazards</li> </ul>
<p>Year 9 – Autumn 2<sup>nd</sup> half</p> <p><b>What are the challenges and opportunities facing Africa?</b></p>	<ul style="list-style-type: none"> <li>• The physical and human geography of Africa</li> <li>• Africa’s colonial history about some of the challenges facing the continent</li> <li>• Some of the opportunities to develop and change</li> </ul>
<p>Year 9 - Spring 1<sup>st</sup> half</p> <p><b>How does ice change the world?</b></p>	<ul style="list-style-type: none"> <li>• How ice changes the world</li> <li>• How erosion and transportation create glacial landforms</li> <li>• Identifying glacial landforms on OS maps</li> <li>• How the distribution of ice around the world changes through time</li> </ul>
<p>Year 9 - Spring 2<sup>nd</sup> half</p> <p><b>Fieldwork of choice</b></p>	<ul style="list-style-type: none"> <li>• Prepare to carry our fieldwork by deciding on my enquiry and developing my background knowledge of the chosen topic.</li> <li>• Collect data using a variety of methods including surveys and questionnaires.</li> <li>• Present my findings in the form of charts, graphs, tables, maps etc.</li> <li>• Interpret my data by recognising patterns, trends and unusual results.</li> <li>• Evaluate my fieldwork by reflecting on what went well and what can be improved next time.</li> </ul>
<p>Year 9 - Summer 1<sup>st</sup> half</p> <p><b>Why is the Middle East an important world region?</b></p>	<ul style="list-style-type: none"> <li>• Where the Middle East region is located</li> <li>• What countries make up the region</li> <li>• The physical landscape of the Middle East</li> <li>• The human geography of the region</li> <li>• Examples of conflict and controversy in the Middle East</li> <li>• How important the region is to the world</li> </ul>
<p>Year 9 - Summer 2<sup>nd</sup> half</p>	<ul style="list-style-type: none"> <li>• That climate change is a controversial issue affecting the future of the planet</li> </ul>

**What is the future for the planet? A geographer's view**

- About the evidence of climate change
- The causes and consequences of climate change
- About the options for the planet's future