

Curriculum Assessment Map: Year 7 Geography

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	British Isles	British Population	India	Rivers	Flooding	Local Fieldwork Enquiry: Physical Geography
Key Learning & Skills	<p>Students will gain an understanding of the physical and human characteristics of the British Isles</p> <p>Students will develop their OS map skills, decision making skills and data handling skills.</p>	<p>Students will gain an understanding of the changes to British population over time</p> <p>Students will further develop their data handling and graph skills within this unit.</p>	<p>Students will gain an understanding of the physical and human characteristics of the India</p> <p>Students will continue to develop their map skills, graph skill and numeracy skills.</p>	<p>Students will gain an understanding of the processes that change river landscapes and how these are managed by people</p> <p>Students will develop their use of OS maps, use of photographs and data interpretation.</p>	<p>Students will develop their knowledge of the features of a drainage basin and how this causes and impacts flood events</p> <p>Students will develop their skills in graph work, decision making and map work.</p>	<p>Students will apply their understanding of rivers and flooding to an on-site fieldwork enquiry</p> <p>Students will develop their investigation skills relating to the fieldwork enquiry process: an enquiry question. Collecting data, presenting data, interpreting data (description, analysis, explanation and conclusions) and evaluation. This will include the use of GIS.</p>
End points	<p>Distinguish between the British Isles, United Kingdom and Great Britain using maps</p> <p>Identify the physical features of the UK – uplands, low lands, mountains, rivers and coasts using maps</p> <p>Locate, describe and explain city locations in the UK</p> <p>Decide where the build a settlement</p> <p>Use maps to explain UK population distribution</p>	<p>Explain who make up the British population</p> <p>Describe and explain population changes over time</p> <p>Describe and explain population distribution and density</p> <p>Explain why populations are declining and increasing in some parts of the UK</p> <p>Explain push and pull factors.</p> <p>Explain how the media portrays views on migration</p>	<p>Locate India and describe human and physical characteristics</p> <p>Use data to describe and explain impacts of India's population</p> <p>Explain the physical and human features of India</p> <p>Explain how push and pull factors have changed Indian cities</p> <p>Assess how India has contributed to globalisation.</p> <p>Explain how fair trade has helped people in India</p>	<p>Explain how different rock types create the UK's distinctive landscapes</p> <p>Describe and explain how rivers change from source to mouth</p> <p>Explain the processes of erosion, transportation and how they shape river landscapes</p> <p>Explain how rivers can be managed through hard and soft engineering</p> <p>Describe and explain the features of the River Tees.</p>	<p>Explain the features of a drainage basin</p> <p>Construct, describe and explain a flood hydrograph</p> <p>Discuss the causes of flooding</p> <p>Explain how the impacts of flooding can be reduced by using hard and soft engineering methods.</p>	<p>Formulate a hypothesis to investigate</p> <p>Justify described data collection methods</p> <p>Measure and record data using varying sampling methods</p> <p>Present fieldwork data appropriately using a range of techniques – graphs and maps</p> <p>Describe, explain, analyse and draw conclusions relating to fieldwork data</p> <p>Assess the extent to which conclusions are reliable based on</p>

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	Explain land use models using OS maps.	Predict what could happen to the UK's population in the future.	<p>Explain water is managed in India</p> <p>Explain how tourism impacts India</p> <p>Explain both opportunities and challenges for India's future in a social, economic and environmental context.</p>			limitations of data collection methods.
Informal (formative) Assessment	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback - one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term.
Formal (summative) Assessment	Assessment Point 1: Map tasks.	Assessment Point 1: Exam Style Questions.	Assessment Point 2: Exam Style Questions.	Assessment Point 2: Exam Style Questions.	Assessment Point 3: Exam Style Questions.	Assessment Point 3: Letter.

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 8 Geography

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Weather and Climate	The Role of Stones	Tectonics: Volcanoes	Tectonics: Earthquakes	Africa	Local Fieldwork Enquiry: Human Geography
Key Learning & Skills	<p>Students will build on their understanding of weather and climate on a national and global scale.</p> <p>Students will develop their use of weather maps, maps, data interpretation and climate graphs.</p>	<p>Students will develop their knowledge and understanding of the uses of rocks in the local area and key geological importance such as the rock cycle, soil formation, fossil formation and non-renewable energy.</p> <p>Students will develop their skills relating to OS maps, map skills and using photographs.</p>	<p>Students will develop their understanding of volcanic locations and the processes that make them erupt. This will be supplemented with a case study of Iceland and Pompeii.</p> <p>Students will develop their use of photographs and place comparisons.</p>	<p>Students will develop their understanding of earthquake prone locations and the processes that make them happen. This will be supplemented with place examples based on the Boxing Day tsunami 2004 as well as Chile and Nepal earthquakes.</p> <p>Students will develop their use of photograph interpretations and place comparisons.</p>	<p>Students will develop their understanding of how their lives link to Africa through the lenses of tourism, food, shopping, sports, mobile phones and charities.</p> <p>Students will develop their decision-making skills, photograph interpretation skills and use of maps.</p>	<p>Students will apply their understanding of the fieldwork enquiry process to the concepts of sustainability</p> <p>Students will develop their investigation skills relating to the fieldwork enquiry process: an enquiry question. Collecting data, presenting data, interpreting data (description, analysis, explanation and conclusions) and evaluation. This will include the use of GIS.</p>
End points	<p>Explain the difference between weather and climate</p> <p>Explain the processes contributing to precipitation</p> <p>Construct, describe and explain climate graphs</p> <p>Explain why the worlds climates are different around the world</p> <p>Explain why the UK is considered a 'weather roundabout'.</p>	<p>Use maps to explain how rock are used within the local area</p> <p>Explain the rock cycle</p> <p>Explain how fossils are formed</p> <p>Describe and explain the geology of the UK</p> <p>Explain the formation of soil</p> <p>Explain the causes, impact and solutions of an oil spill.</p>	<p>Describe where and why volcanoes occur</p> <p>Explain the processes that occur at tectonic plate margins</p> <p>Describe the structure and types of volcanoes</p> <p>Explain the hazards associated with volcanoes</p> <p>Explain the causes, impacts and management of the Pompeii eruption</p> <p>Explain the causes, impacts and management of the Iceland eruption</p> <p>Explore Yellowstone super volcano by examining historic eruption patterns</p>	<p>Describe where earthquakes occur using maps</p> <p>Explain the physical processes that cause earthquakes</p> <p>Compare and contrast the Richter and Mercalli Scales</p> <p>Explain where, why and how tsunamis form</p> <p>Explain how building design can help in reducing the impacts of earthquakes</p> <p>Compare earthquakes in different locations.</p>	<p>Explain how holidays connect us to Africa</p> <p>Explain the impacts of tourism</p> <p>Describe and explain imports from Africa countries with a reference to buying local</p> <p>Evaluate the changes to a place based on shopping habits</p> <p>Use map skills to develop locational knowledge linking to the trade of footballers</p> <p>Explain how Coltan mining impacts people near and fa</p>	<p>Formulate a hypothesis to investigate</p> <p>Justify described data collection methods</p> <p>Measure and record data using varying sampling methods</p> <p>Present fieldwork data appropriately using a range of techniques – graphs and maps</p> <p>Describe, explain, analyse and draw conclusions relating to fieldwork data</p> <p>Assess the extent to which conclusions are reliable</p>



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			Explain the positive and negative effects of living near a volcano.		Compare Nigerian mobile phone use to use in the UK by assessing the benefits Make comparisons between UK life and Kibera life as a result of aid Evaluate how local NGO action can have a global impact.	based on limitations of data collection methods.
Informal (formative) Assessment	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions Quizzes GRIT tasks Plenaries Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions Quizzes GRIT tasks Plenaries Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions Quizzes GRIT tasks Plenaries Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions Quizzes GRIT tasks Plenaries Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions Quizzes GRIT tasks Plenaries Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions Quizzes GRIT tasks Plenaries Whole class feedback – one GRIT per half term.
Formal (summative) Assessment	Assessment Point 1: Map and Climate Graph Task.	Assessment Point 1: Exam Style Questions.	Assessment Point 2: Exam Style Questions.	Assessment Point 2: Exam Style Questions.	Assessment Point 3: Exam Style Questions.	Assessment Point 3: Letter.

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 9 Geography

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Ecosystems: Tropical Rainforests	Ecosystems: Deserts	Climate Change	Resource Management	Coastal Landscapes	Fieldwork Enquiry: Physical and Human Geography Coastal Landscapes
Key Learning & Skills	<p>Students will learn about the value of the world's tropical rainforests in terms of physical characteristics as well as the causes, impacts and sustainable management within the world's rainforests.</p> <p>Students will develop their skills in photograph interpretation as well as creating their own cumulative frequency graph.</p>	<p>Students will learn about the value of the world's hot deserts in terms of physical characteristics and opportunities and challenge, as well as the causes, impacts and sustainable management of desertification.</p> <p>Students will develop their skills in photograph interpretation as well as creating their own climate graph.</p>	<p>Students will explore the evidence for and against climate change over time. This will be developed to learn about the natural and human causes of climate change as well as local, national and global impacts and how they are mitigated against and adapted for.</p> <p>Students will use data to analyse the evidence for and against climate change using graphs and maps.</p>	<p>Students will learn about the importance of food, water and energy resources on social and economic wellbeing. Global, national and local scales will be explored.</p> <p>Students will develop their skills in source analysis, especially when using a wide range of maps, graphs and data sets.</p>	<p>Students will learn about the processes that shape the coast. How hard and soft engineering helps to manage coastal issues will also be explored in the context of Lyme Regis.</p> <p>Students will build up their skill set when using maps of different scales. Decision making skills will also be useful when applying case study information.</p>	<p>Students will apply their understanding of coastal landscapes to an onsite or virtual fieldwork experience to Burnham-on-Sea.</p> <p>Students will develop their investigation skills relating to the fieldwork enquiry process: an enquiry question. Collecting data, presenting data, interpreting data (description, analysis, explanation and conclusions) and evaluation. This will include the use of GIS.</p>
End points	<p>Explain the physical characteristics of a Tropical Rainforest</p> <p>Explain how plants have adapted to the conditions of the Tropical Rainforest</p> <p>Explain the causes of deforestation</p> <p>Explain what deforestation is like in Malaysia</p> <p>Explain how tropical rainforests managed sustainably</p>	<p>Explain why are deserts hot and dry</p> <p>Explain the opportunities and challenges for development in hot desert environments</p> <p>Explain why deserts spreading and the causes of desertification</p> <p>Explain how desert people live sustainably</p> <p>Construct, describe and explain a climate graph.</p>	<p>Use data to describe and explain the evidence for climate change</p> <p>Explain the natural and human causes of climate change</p> <p>Explain how the impacts of climate change be managed (mitigation and adaptation).</p>	<p>Explain how resources affect our economic and social well-being</p> <p>Explain the global inequalities of supply and consumption of resources</p> <p>Explain food origins and reasons for the UK importing food</p> <p>Explain how the provision of water in the UK changing</p> <p>Explain how the provision of energy in the UK changing</p>	<p>Explain how coasts are affected by processes</p> <p>Explain how coastal landforms are created as a result of erosion</p> <p>Explain how coastal landforms are created as a result of deposition</p> <p>Explain how coastlines be managed through hard and soft engineering</p> <p>Assess the impacts of coastal management in Lyme Regis.</p>	<p>Formulate a hypothesis to investigate</p> <p>Justify described data collection methods</p> <p>Measure and record data using varying sampling methods</p> <p>Present fieldwork data appropriately using a range of techniques – graphs and maps</p> <p>Describe, explain, analyse and draw conclusions relating to fieldwork data</p>



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	Construct, describe and explain a cumulative frequency graph.			Explain the impacts of exploiting energy sources in the UK.		Assess the extent to which conclusions are reliable based on limitations of data collection methods.
Informal (formative) Assessment	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term.
Formal (summative) Assessment	Assessment Point 1: Plant Adaptation Design Task.	Assessment Point 1: Climate Graph Task.	Assessment Point 2: Exam Style Questions.	Assessment Point 2: Exam Style Questions.	Assessment Point 3: Exam Style Questions.	Assessment Point 3: Fieldwork Booklet.

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