

ASSESSMENT IN GEOGRAPHY

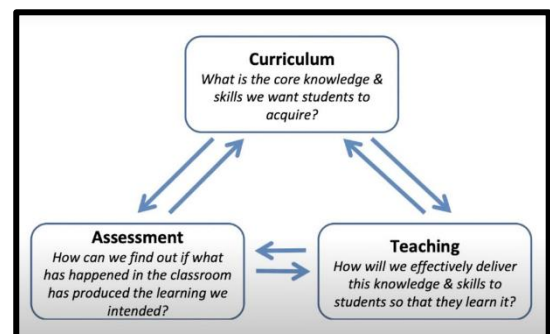
KS3 curriculum and assessment: What does it mean to get better in Geography at Broughton?

Assessment is used to check pupils' understanding in order to inform future teaching and learning. In Geography, pupils are regularly assessed on both their substantive and disciplinary knowledge. It is crucial as teachers that we know what our pupils know and what they can do effectively and efficiently.

Assessment is an integral part of every Geography lesson at Broughton. Teachers routinely assess that pupils are learning, understanding and remembering the components of the Geography curriculum. We utilise a wide range of techniques to assess. For example, physical topics lend themselves particularly well to mini-whiteboard retrieval tasks, whilst we have a bespoke range of multiple-choice diagnostic tests designed specifically to test the recall of tier 3 vocabulary.

We assess learning in Geography to:

- 1. Check our curriculum design is appropriate (the curriculum model is the progression model).**
- 2. Check our teaching and learning is effective.**
- 3. Check that all our pupils are making progress.**



[https://classteaching.wordpress.com/2018/06/19/curriculum-teaching-and-](https://classteaching.wordpress.com/2018/06/19/curriculum-teaching-and-assessment/)



Our KS3 curriculum is organised around 3 over-arching questions. The purpose of the question format is to inform all teachers of Geography of the key priorities of curriculum here at Broughton. These priorities can often be buried by the teaching of individual topics, but it is crucial that they remain in the forefront of teaching planning, expectation and assessment. These three questions are the foundations of curriculum and are designed to support our pupils' learning. Whilst it is important for our curriculum to add further depth, it is imperative that all teachers of Geography at Broughton fully understand the key knowledge and links to be made in each year group and across the key stage. **It is not enough to understand the flow of individual lessons or topics; all teachers of Geography must see and understand the whole jigsaw of the KS3 curriculum.** For without this key understanding, our curriculum may look sufficient, but it will be superficial at best, and will not allow pupils the necessary breadth and depth of knowledge to make the necessary fundamental geographical connections that will allow them to reach their full potential. **In short, we need to be clear in our learning objectives and the assessment of them.**

Over-arching question	Y7- Why is latitude important?	Y8- Can humans control nature or does nature control us?	Y9- Have we got development wrong?
Key concepts to be taught and constantly revisited across the key stage	1. Latitude	1. Landforms are constantly changing over time	1. Development- <i>How it's been defined, by whom, and why, critiquing eurocentrism of thinking, questions of dependency.</i>
	2. Air pressure	2. Geological time Anthropocene- <i>Distinguishing our current geological epoch as the result of human actions.</i>	2. Development is not always linear.
	3. Rainfall	3. Process and sequence	3. Appropriate technology
	4. Location and plant and animal adaptations in biomes	4. People do not always agree about how to manage nature.	4. Globalisation
Opportunities to assess pupils' knowledge against the curriculum	1. <i>Baseline (%)</i>	1. <i>Extended writing- DME about coastal defences on the Holderness Coast (RAGB)</i>	1. <i>Extended writing- How successful was the China One Child policy? (RAGB)</i>
	2. <i>Map test (%)</i>	2. <i>Test- Subaerial processes- erosion, weathering and deposition (%)</i>	2. <i>Test- DTM, population pyramids (%)</i>
	3. <i>Map skills test (%)</i>	3 <i>Extended writing- DME- Will the Maldives be the first country to disappear because of climate change? (RAGB)</i>	3. <i>Academic poster- Evaluate the impacts of globalisation on Bangalore in India. (RAGB)</i>
	4. <i>Test- High and low air pressure systems (%)</i>	4. <i>Writing up a fieldwork investigation- HYPOTHESIS- There conflict in the Lake District National Park. Linked to our Bowness fieldwork (RAGB)</i>	4. <i>Extended writing- DME- Where should we build 100 new homes? (RAGB)</i>
	5. <i>Collaborative Extended writing- Was the high death toll in Hurricane Katrina due to poverty? (Not assessed)</i>	5. <i>Academic poster- Why is Iceland known as the <i>Land of Ice and Fire</i>? (RAGB)</i>	5. <i>Academic poster- Is our understanding of the world wrong? (RAGB)</i>
	6. <i>Academic poster- Is the TRF more valuable left intact or destroyed? (RAGB)</i>		
	7. SYNOPTIC- Was Qatar a suitable place to hold the 2022 World Cup Finals? (RAGB)	6. SYNOPTIC- How does Russia's physical geography control the actions of its people? (RAGB)	6. SYNOPTIC- Is Broughton a sustainable school? Linked to on-site fieldwork (RAGB)
End of year assessment	8. Cumulative knowledge and skills test (%)	7. Cumulative knowledge and skills test (%)	7. Cumulative knowledge and skills test (%)

The assessment opportunities above, along with the routine assessment methods embedded into every lesson, will serve to inform staff of pupils' progress against the curriculum and inform future teaching. The last topic of each year is synoptic in its nature to allow pupils the opportunity to draw on the knowledge from across the curriculum.

Signs of success

Extended writing at KS3 have a specific set of success criteria which are presented as *Signs of success* checklists. These leave both pupils and staff very clear of the expectations of what the work should include. The A5 sheet allows both pupils and staff to tick off the completed criteria and it makes it very clear to all what is still left to do. It helps pupils to help themselves. Furthermore, it allows pupils to identify independently after class discussion, both what they have done well and areas to develop. The sheet is given to pupils at the start of the piece of work so expectations are clear from the beginning. It allows for much more time-efficient and effective feedback to be given to pupils which is personal and useful to them.

Extended writing feedback in Geography  

Is the TRF more valuable left intact or destroyed?

Signs of success

- Have you *defined* deforestation?
- Have you *located* the TRF biome on a global scale *on map and in writing*?
- Have you *explained at least 3 positive impacts of deforestation*?
- Have you included *specific facts and figures from this booklet or from your own research*?
- Have you *explained at least 3 negative impacts of deforestation*?
- Have you included *specific facts and figures from this booklet or from your own research*?
- Have you included *at least 3 suitable images- photographs, drawings, maps and graphs*?
- Have you *answered the question- is the TRF more valuable left intact or destroyed*?
- Have you *justified* your conclusion?

Have you checked your SPaG?

Have you used a wide range of **key geographical terms**?

Presentation		focusing on SPaG
Your work is neatly presented.	Your handwriting is clear and readable.	focusing on presentation underline dates & titles

Spelling, Punctuation and Grammar

Level 1 – A number of spelling, punctuation and/or grammatical errors.





Level 2 – A few spelling, punctuation and/or grammatical errors. The answer is generally well organised into paragraphs.

Level 3 – Very few spelling, punctuation and/or grammatical errors. Geographical vocabulary is spelt and used effectively.

As a result of class feedback, what do I know I have done well?

As a result of class feedback, what do I need to do to develop this piece of work?

This work is tracked by the teacher/department using a RAG marking system which will inform teachers in deciding if pupils are on track when completing reviews. All marks are entered into the department tracking spreadsheet on TEAMS.

	No evidence of relevant knowledge. Not yet meeting the needs of our curriculum on the review.
	Relevant knowledge is partially demonstrated, but in need of further development in order to achieve the expected standard. Working towards our curriculum on the review.
	Relevant knowledge and understanding are clearly demonstrated and applied to the task. Working at and meeting our curriculum expectations on the review.
	Knowledge and understanding demonstrated at a particularly high and insightful level. Working at greater depth (Excelling) on the review.

GCSE assessments

- GCSE assessments are routine after the completion of topics. Time permitting, we aim to allow time to forget before setting the test to ensure content is committed to long term memory rather than working memory. We also boost retrieval practice by testing previous topics as well as recent ones.
- All GCSE assessments are from past AQA papers and are marked using the standardised mark schemes.

Feedback after GCSE tests

- Teachers mark in line with school's marking policy and provide pupils with timely feedback in terms of action points and targets.