



Geography

Year 7

Students at Key Stage 3 work on one new unit every term. Geography in Year 7 seeks to ease transition from primary to secondary school. In Year 7 they begin by exploring the UAE and refining the Geographical skills that will have already been acquired in their primary education. Time is spent on map work, analysing images and accurately locating places of interest. In the second term, students study population and migration and look at a range of examples to see how places change over time. Links are made to the first unit of work and the changing face of Dubai. The year's work concludes with a very visual study of natural hazards. Students will learn how hazards such as earthquakes, volcanic eruptions and hurricanes occur. The impact upon people at a range of scales is studied, before suggesting ways we can manage natural hazards. All of the studies are rooted in the context of real life examples.

Year 8

The Year 8 study of work begins by learning about ecosystems and climate. A range of ecosystems are studied including a detailed analysis of the make-up of deserts and coral reefs. These ecosystems are related to the types of climate that exist in different places around the globe. Students are also taught how to draw and analyse climate graphs. The second unit contains a detailed study of Oceania and the changes to its physical and human geography over time. Particular emphasis is paid to Australia, Indonesia and the Pacific Islands. By the final term in Year 8, students will use their developing understanding of the world to learn about development and globalisation. The impact of transnational corporations is analysed through a study of the fashion industry. Students conclude by looking at some of the factors required for less economically developed countries to develop.

Year 9

Students of Geography in Year 9 begin with a study of China, one of the world's most rapidly developing countries. This is a broad study that encompasses physical Geography, economics and some of China's recent development projects. This links into the penultimate unit of KS3 study – sustainable development. The issue of global warming will be discussed and students will look at the range of strategies that could be employed to make the world a more habitable place. Some time will be spent assessing how sustainable some of China's developments are. At the end of the Key Stage 3 Geography course there is an opportunity for students to look back at one of the units over the past three years that they have enjoyed the most. Students use the skills they have learned to produce a piece of independent research on a key question related to their chosen unit.

Marking and Assessment Process

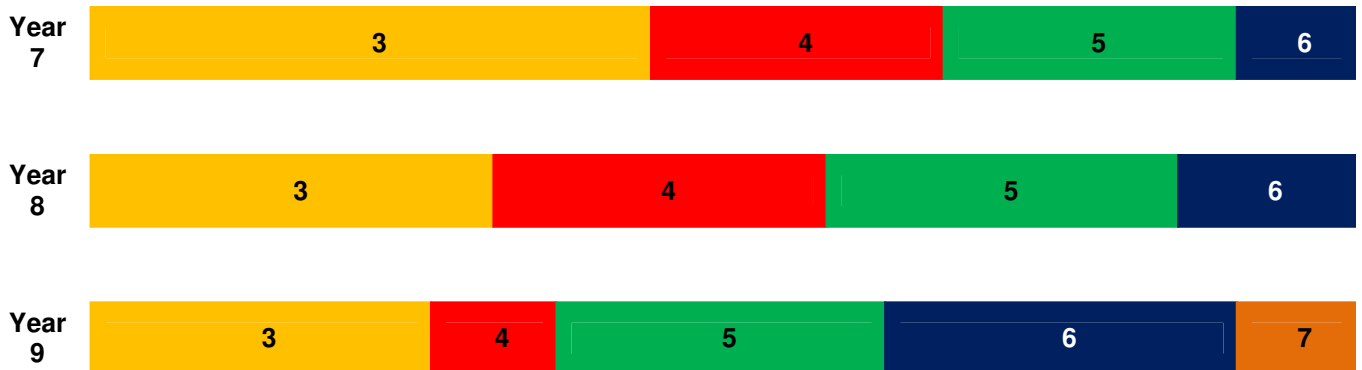
A variety of assessment techniques are used in Geography from open-ended questions to decision-making exercises, letter writing and oral presentations. Self and peer assessment are employed and valued in the geography department.

There are key assessed activities in each unit of study at KS3. These focus on particular knowledge, skills or places. All students complete these tasks and work is assessed using a common mark scheme based on National Curriculum level descriptors. The department recognises that no single piece of work can test every aspect of the level descriptors. As a consequence, we base our teaching and assessment of students on their acquisition of skills.

The Department believes that Geography is a skills based subject and therefore all students develop a skills base over the three years of study, culminating in a piece of independent research that defines how many skills have been gained in preparation for KS4.

Learning objectives and assessment criteria are shared with students and they all have the level descriptors in 'student-friendly' language in their books. These will be referred to in lessons and thus students will become familiar with the criteria against which they are to be assessed. The mark schemes and criteria for each assessed activity are made clear before the activity is begun and referred to again in feedback when the marked assessments are returned to students. Students identify and record a target for improvement based on their performance and the level descriptors.

An approximate guide to the distribution of each level attained by students in the UK for Geography



Guidelines to the National Curriculum Levels for Geography

Level 4

Students show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. They recognise and describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. They understand how people can both improve and damage the environment. They explain their own views and the views that other people hold about an environmental change. Drawing on their knowledge and understanding, they suggest suitable geographical questions, and use a range of geographical skills from the key stage 2 or 3 programme of study to help them investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5

Students show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They describe and begin to explain geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise some of the links and relationships that make places dependent on each other. They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to manage environments sustainably. They explain their own views and begin to suggest relevant geographical questions and issues. Drawing on their knowledge and understanding, they select and use appropriate skills and ways of presenting information from the key stage 2 or 3 programme of study to help them investigate places and environments. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.

Level 6

Students show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They describe and explain a range of physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. They describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. They appreciate the many links and relationships that make places dependent on each other. They recognise how conflicting demands on the environment may arise and describe and compare different approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches that have different effects on people and places. Drawing on their knowledge and understanding, they suggest relevant geographical questions and issues and appropriate sequences of investigation. They select a range of skills and sources of evidence from the key stage 3 programme of study and use them effectively in their investigations. They present their findings in a coherent way and reach conclusions that are consistent with the evidence.

Level 7

Students show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They describe interactions within and between physical and human processes, and show how these interactions create geographical patterns and help change places and environments. They understand that many factors, including people's values and attitudes, influence the decisions made about places and environments, and use this understanding to explain the resulting changes. They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict. They appreciate that considerations of sustainable development affect the planning and management of environments and resources. With growing independence, they draw on their knowledge and understanding to identify geographical questions and issues and establish their own sequence of investigation. They select and use accurately a wide range of skills from the key stage 3 programme of study. They evaluate critically sources of evidence, present well-argued summaries of their investigations and begin to reach substantiated conclusions.

Level 8

Students show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They offer explanations for interactions within and between physical and human processes. They explain changes in the characteristics of places over time, in terms of location, physical and human processes, and interactions with other places. They begin to account for disparities in development and understand the range and complexity of factors that contribute to the quality of life in different places. They recognise the causes and consequences of environmental issues and understand a range of views about them and different approaches to tackling them. They understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They use examples to illustrate this. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills from the key stage 3 programme of study and use them effectively and accurately. They evaluate critically sources of evidence before using them in their investigations. They present full and coherently argued summaries of their investigations and reach substantiated conclusions.