

## Airedale Academy's KS3 Assessment Overview

At Airedale Academy, assessment is embedded into lessons in a coherent manner. Key Assessment Pieces will follow a sequence of 6-8 lessons, using a mastery-approach to teaching and learning, by which Key Assessment Pieces are used to assess the extent to which students know more and can remember more of the curriculum that has been taught specific to their age and stage of education.

Written Key Assessment Pieces will be completed in 'Silent and Independent' conditions and should assess the extent to which curriculum knowledge and skills have been grasped by students and can be reapplied. However, in some subjects such as Dance, Drama, PE and Music, Key Assessment Pieces may be collaborative and of a more practical nature and may include photographic or video evidence, a record of verbal feedback, a written evaluation and/or a written reflection. The information gleaned by the teacher through diagnostic marking and feedback will be used to close specific gaps in learning and to address misconceptions, leading to improved progress over time.

The information gained from the marking and feedback of Key Assessment Pieces, will be used to assess students' progress (relative to starting point) more holistically in terms of their grasp of the curriculum at key points of the academic year, using the identified 'Expected' and 'Enhanced' knowledge and skills listed below.

Progress will be holistically reported to students and their parents/carers, relative to starting point for that particular point of their KS3 journey, as follows: 'On Track'- making expected progress; 'Working Towards'- making less than expected progress and 'Exceeding'- making enhanced progress appropriate to their age and stage of education.

<b>Subject: Geography</b>	<b>Year Group: 7</b>
<p><b>Essential Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>ESSENTIAL KNOWLEDGE</b></p> <p><b>Term 1a, what is Geography:</b> Identifying human and physical geography, knowledge of continents and oceans, 4/6 figure grid references, use an OS map.</p> <p><b>Term 1b, Coasts:</b> Knowing what Coasts are, differences between Oceans and Seas and their importance to humans, e.g. Tourism. Types of Waves, Weathering, Erosion and Deposition basics, Holderness case study. Be aware of some management strategies to help reduce erosion.</p> <p><b>Term 2, Urban Issues:</b> Be aware of Megacities, urban growth, HIC's, NEE's, Migration groups including Africa, LGBTQ Mumbai slums (Dharavi), squatters, unemployment, settlements, HIC/LIC comparisons, Sustainable cities. Different types of settlements, population distribution, settlement growth, Local Airedale case study, Burgess model, HIC (Japan). Reasons for elderly population.</p> <p><b>Term 3a, Weather and Climate:</b> Knowledge of Climate change, UK climate, why it rain's? Weather instruments, extreme weather, Hurricanes, Polar regions.</p> <p><b>Term 3b, Economy:</b> Knowledge of the main industries including Primary, Secondary, Tertiary and Quaternary industries. Their importance to country's economy, e.g. Farming, Tourism. Globalisation, importance of Transportation. Positive and Negative Impacts of Globalisation, Sweatshops.</p>	<p><b>Enhanced Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>ENHANCED KNOWLEDGE</b></p> <p><b>Term 1a, what is Geography:</b> Local/Global connections, Describe the location of places and their significant features. Describe cultures in different parts of the world.</p> <p><b>Term 1b, Coast:</b> Can explain coastal erosional and depositional processes in detail, how land is shaped by the sea. Be aware of the effectiveness of Coastal managements and explain positive and negatives in detail.</p> <p><b>Term 2, Urban Issues:</b> Analyse the impacts that people are having on the natural world and provide detailed examples of solutions to these impacts. Give a detailed description of places you have studied and of the cultures of the people who live there. Describe the link between culture and place. Reach conclusions and offer evidence for them. Plan further investigations that could be done.</p> <p><b>Term 3a, Weather and Climate:</b> Explain how physical processes, such as the weather, affect our daily lives. Explain your own views on a number of issues and use evidence to support them. Explain the views of others and explain differences in these views.</p> <p><b>Term 3b, Economy:</b> Detailed knowledge of the industries at a global scale, can describe and begin to explain the industries relationship with economies, both positively and negatively.</p>

### ESSENTIAL SKILLS

#### Term 1a, what is Geography:

Map locations, compass direction interpreting photograph, 4/6 figure, contour lines, OS Maps.

#### Term 1b, Coasts:

Maps locations, compass directions, use of OS maps, GIS interpreting photographs, satellite images

#### Term 2, Urban Issues:

Maps locations, interpreting photographs, population pyramids

#### Term 3a, Weather and Climate:

Maps locations, interpreting photographs GIS, satellite, bar charts and climate graphs,

#### Term 3b, Economy:

OS maps, 4/6 figure grid references, interpreting map, photographs, distribution, graphs, bar charts analysis.

### ENHANCED SKILLS

#### Term 1a, what is Geography:

Use maps and atlases with longitude, latitude and grid references to locate a range of features, describe places and plot features with accuracy.

#### Term 1b, Coast:

Use maps and atlases with longitude, latitude and grid references to locate a range of features, describe places and plot features with accuracy.

#### Term 2, Urban Issues:

Use an atlas to contrast place in terms of the landscapes and human features and make valid judgements about the character of those places. Use an atlas to contrast place in terms of the landscapes and human features and make valid judgements about the character of those places.

#### Term 3a, Weather and Climate:

Identify trends shown in a range of graphs and apply it to questions.

#### Term 3b, Economy:

Demonstrates detailed understanding of how to conduct an enquiry using geographical questions, skills and sources of information. Structures and discusses opinions with specific detail, whilst acknowledging reasons for differing points of view.

<b>Subject: Geography</b>	<b>Year Group: 8</b>
<p><b>Essential Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>ESSENTIAL KNOWLEDGE</b></p> <p><b>Term 1, Development:</b> Be aware of Country classification, economic indicators, HDI, DTM, super powers, causes and consequences of development, Rio De Janeiro Favelas. Population growth, Tourism, Middle East, Development change, Environmental Impact.</p> <p><b>Term 2, Hazards:</b> Be aware of the different types of Hazards, Hazard causes, Earth structure, Tectonic plates, Plate Margins, Volcanoes focus, Living near Volcanoes. HIC/LIC comparison, Earthquake focus, Mt St Helens, Nepal case study, Earthquakes 3 P's, Earthquake causes, Earthquake proof buildings.</p> <p><b>Term 3, Biomes:</b> Be aware of the Location of different biomes, in particular Rainforests (Amazon, Brazil) case study, rainforest climates, rainforest layers, adaptations of plants and animals' deforestation causes. Locating the deserts of the world, desert's/tundra climate. Plants/animal adaptations specific to Deserts, e.g. Sahara/Tundra regions, e.g. Arctic. Human activity Uluru case study tourism.</p> <p><b>ESSENTIAL SKILLS</b></p> <p><b>Term 1, Development:</b> Map locations, bar charts, development indicators, graphical skills, interpreting photographs, DTM, analysing data, population pyramids, graphs analysis, choropleth maps.</p>	<p><b>Enhanced Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>ENHANCED KNOWLEDGE</b></p> <p><b>Term 1, Development:</b> Can provide detailed understanding of human and physical conditions that can influence Development. Can link important issues of Development to their geographical locations.</p> <p><b>Term 2, Hazards:</b> Use examples to explain how physical processes are having an impact on a country's development. Describe physical processes and explain how specific landforms have been created. Explain and justify your own views on a wide range of issues. Explain the views of others and give specific examples of reasons why LIC's and HIC's differ in responses.</p> <p><b>Term 3, Biomes:</b> Explain and justify your own views on a wide range of issues. Be able to provide specific examples of biomes and discuss their main aspects as well as explain their fragility. Reach conclusions and offer evidence for them.</p> <p><b>ENHANCED SKILLS</b></p> <p><b>Term 1, Development:</b> Demonstrates a detailed understanding when choosing and using a range of data sources, geographical questions and skills to analyse and evaluate information with limited assistance developing increasing independence.</p> <p><b>Term 2, Hazards:</b></p>

**Term 2, Hazards:**

Map's locations, interpreting photographs, hazard mapping, describing distributions, compass directions, GIS, interpreting satellite images.

**Term 3, Biomes:**

Maps locations, interpreting photographs, lines of latitude and longitude, climate graphs descriptions and analysis, Decision Making Exercise.

Can demonstrates in detail, how a Hazard is created and explain the differing impacts on LIC/HIC countries in regards to using data and graphs.

**Term 3, Biomes:**

Use a range of graphs including scatter graphs and choropleth maps. Identify trends and analyse this information to reach conclusions.

<b>Subject: Geography</b>	<b>Year Group: 9</b>
<p><b>Essential Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>ESSENTIAL KNOWLEDGE</b></p> <p><b>Term 1, Rivers:</b> Knowledge of the Water cycle, rock types, soils, how rivers shape the land, erosion and deposition and transportation. Flooding causes, 3 Gorges Dam, Aswan Dam, Boscastle, Hard and Soft engineering.</p> <p><b>Term 2, Tourism:</b> Knowledge of the different types of Tourism, Tertiary sector: Tourism Economic impact on country's economy, Tourist locations, National Parks, Reasons for Tourism rise, Advantages/Disadvantages of Tourism. Mass Tourism, Dark Tourism (Impossible places), Eco/sustainable Tourism, Tourist case studies, Middle East, Extreme locations Antarctica, LIC/HIC Tourism comparisons.</p> <p><b>Term 3, Africa:</b> Knowledge of the physical Geographies, Africa case studies, e.g. Nigeria, Sudan. Tourism in Africa, climates (deserts/rainforests), settlements, population, economies. Rural-Urban migration, distribution of resources, Kibera slums, squatters, urbanisation, settlements, people exploitation, Conflicts.</p> <p><b>ESSENTIAL SKILLS</b></p> <p><b>Term 1, Rivers:</b> OS maps, 4/6 figure grid references, interpreting map, graphs and photographs. Map locations, Hydrographs, Relief maps.</p> <p><b>Term 2, Tourism:</b> Map's locations, interpreting photographs, describing links between human and physical tourism, letter and other extended</p>	<p><b>Enhanced Knowledge and Skills to be embedded by the end of the academic year:</b></p> <p><b>ENHANCED KNOWLEDGE</b></p> <p><b>Term 1, Rivers:</b> Extensive knowledge of the important River processes and how it shapes the land and be able to discuss the impacts on both humans and physical place.</p> <p><b>Term 2, Tourism:</b> Detailed understanding of how places are linked through Tourism and explain the impact Tourism has on people and the environments.</p> <p><b>Term 3, Africa:</b> Detailed understanding of physical and human conditions and processes in regards to Africa which can improve or hinder development. Be able to show detailed understanding of a number of geographical features, systems and places associated with Africa, e.g. Rainforest.</p> <p><b>ENHANCED SKILLS</b></p> <p><b>Term 1, Rivers:</b> Demonstrates increasing independence to choose and use a wide range of data, e.g. Hydrograph to help investigate, interpret, make judgements and draw conclusions about Rivers.</p> <p><b>Term 2, Tourism:</b> Develops and discusses various points of view linked to Tourism using a number of geographical questions, issues and problems.</p>

writing. Compass directions, GIS interpreting, geographical information analysis, e.g. Bar charts.

**Term 3, Africa:** Maps locations, interpreting photographs, lines of latitude and longitude, climate graphs descriptions and analysis, population pyramids, land use models. Decision Making Exercise, land use models, pie-charts.

**Term 3, Africa:**

Develops and discusses various opinions, and can link them to a wide range of geographical issues and problems associated with Africa.