**Geography Assessment Plan 2015-16**

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| **Year 7** | **Term** | **Unit** | **Type of assessment** | **Purpose of assessment** | **Form of assessment** |
|  | Autumn 1 | **Map Skills** | Test | Check and consolidate student learning-numeracy | Summative |
|  | Autumn 2 | **Use of the atlas** | Test | Check and consolidate student learning-numeracy | Summative |
|  | Spring 1 | **Wales** | Test | Check and consolidate student learning | Summative |
|  |  |  | Graphical representation of data collected from class questionnaire | Develop numeracy skills of students | Formative |
|  | Spring 2 | **Settlement** | Test | Check and consolidate student learning | Summative |
|  | Summer 1 | **Shopping** | Test | Check and consolidate student learning | Summative |
|  |  |  | Graphical representation of data collected from class questionnaire | Develop numeracy skills of students | Formative |
|  | Summer 2 | \* | \* | \* | \* |

Units always over run due to trips, PSE, outside educators, length of term etc. So Summer 2 is used to ensure all 5 units are complete.

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| **Year 8** | **Term** | **Unit** | **Type of assessment** | **Purpose of assessment** | **Form of assessment** |
|  | Autumn 1 | **Population** | Test | Check and consolidate student learning | Summative |
|  |  |  | Letter explaining the push and pull factors involved in moving from Mexico to America | Encourage the development of literacy skills. Give a timeframe to be completed to help focus work. | Formative |
|  | Autumn 2 | **Antarctica** | Test | Check and consolidate student learning | Summative |
|  |  |  | Newspaper report on the impacts of tourism in Antarctica | Encourage the development of literacy skills. Give a timeframe to be completed to help focus work. | Formative |
|  | Spring 1 | **Weather and Climate** | Test | Check and consolidate student learning | Summative |
|  |  |  | Microclimate enquiry – written assessment but using data collected during fieldwork | Students develop higher level thinking skills in discussing and evaluating fieldwork and write up – numeracy skills | Formative |
|  | Spring 2 | **Italy** | Enquiry – How can conditions in the South of Italy be improved? | Encourage the development of literacy skills. Give a timeframe to be completed to help focus work. | formative |
|  |  |  | Test | Check and consolidate student learning | Summative |
|  | Summer 1 | **Coasts** | Test | Check and consolidate student learning | Summative |
|  |  |  | Newspaper report on the causes and consequences of cliff collapse in Scarborough | Encourage the development of literacy skills. Give a timeframe to be completed to help focus work. | Formative |
|  | Summer 2 | \* | \* | \* | \* |

Units always over run due to trips, PSE, outside educators, length of term etc. So Summer 2 is used to ensure all 5 units are complete.

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| **Year 9** | **Term** | **Unit** | **Type of assessment** | **Purpose of assessment** | **Form of assessment** |
|  | Autumn 1 | **Brazil** | Test | Check and consolidate student learning | Summative |
|  |  |  | Letter to the Brazilian Government explaining the cause and consequences of deforestation in Amazonia | Encourage the development of literacy skills. Give a timeframe to be completed to help focus work. | Formative |
|  | Autumn 2 | **Flooding** | Test | Check and consolidate student learning | Summative |
|  |  |  | Storyboard and a 15 minute report explaining the effects of a flood and the peoples’ responses | Encourage the development of literacy skills. Give a timeframe to be completed to help focus work. | Formative |
|  | Spring 1 | **Farming** | Test | Check and consolidate student learning | Summative |
|  |  |  | The farm system – flow diagram explaining the inputs, process’ and outputs based on a DVD of farming in Snowdonia | Students develop higher level thinking skills in discussing and evaluating fieldwork and write up | Summative |
|  | Spring 2 | **Kenya** | Enquiry – How developed is Kenya? | Encourage the development of literacy skills. Give a timeframe to be completed to help focus work. | Formative |
|  |  |  | Test | Check and consolidate student learning | Summative |
|  | Summer 1 | **Crime** | Test | Check and consolidate student learning | Summative |
|  | Summer 2 | \* | \* | \* | \* |

Units always over run due to trips, PSE, outside educators, length of term etc. So Summer 2 is used to ensure all 5 units are complete

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| **Year 10** | **Term** | **Unit** | **Type of assessment** | **Purpose of assessment** | **Form of assessment** |
|  | Autumn 1 | **Water/ Living in an active zone** | Test | Check and consolidate student learning –choose appropriate tier of entry | Summative |
|  | Autumn 2 | **Living in an active zone/ Climate Change** | Test | Check and consolidate student learning- choose appropriate tier of entry | Summative |
|  | Spring 1 | **Climate Change/Population** | Test | Check and consolidate student learning- choose appropriate tier of entry | Summative |
|  | Spring 2 | **Population/Development** | Test | Check and consolidate student learning- choose appropriate tier of entry | Summative |
|  | Summer 1 | **Development/Globalisation** | Test | Check and consolidate student learning | Summative |
|  | Summer 2 | **Fieldwork** | Coursework | Worth 10% of final grade | Summative |

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| **Year 11** | **Term** | **Unit** | **Type of assessment** | **Purpose of assessment** | **Form of assessment** |
|  | Autumn 1 | **Fieldwork** | Coursework | Worth 10% of final grade | Summative |
|  | Autumn 2 | **DME** | Coursework | Worth 15% of final grade | Summative |
|  | Spring 1 | **Retail and Urban Change** | Test | Check and consolidate student learning- choose appropriate tier of entry | Summative |
|  | Spring 2 | **Coasts** | Test | Check and consolidate student learning- choose appropriate tier of entry | Summative |
|  | Summer 1 | **Tourism** | Test | Check and consolidate student learning | Summative |
|  | Summer 2 |  |  |  |  |

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| **Year 12** | **Term** | **Unit** | **Type of assessment** | **Purpose of assessment** | **Form of assessment** |
|  | Autumn 1 | **G1 – Investigating Tectonic Change** | Test | Check and consolidate student learning | Summative |
|  | Autumn 2 | **G1 – Investigating hydrological Change** | Test | Check and consolidate student learning | Summative |
|  |  |  | Investigation into a changing physical environment | Students develop higher level thinking skills in discussing and evaluating fieldwork and write up | Formative |
|  | Spring 1 | **G1 – Investigating Climate Change** | Test | Check and consolidate student learning | Summative |
|  | Spring 2 | **G2 – Investigating Settlement Change in MEDCs** | Test | Check and consolidate student learning | Summative |
|  |  |  | Investigation into a changing human environment | Students develop higher level thinking skills in discussing and evaluating fieldwork and write up | Formative |
|  | Summer 1 | **G2 – Investigating Population change** | Test | Check and consolidate student learning | Summative |
|  | Summer 2 | **G3B** | Written assessment using data collected during fieldwork | Students develop higher level thinking skills in discussing and evaluating fieldwork and write up | Formative |

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| **Year 13** | **Term** | **Unit** | **Type of assessment** | **Purpose of assessment** | **Form of assessment** |
|  | Autumn 1 | **G3B** | Written assessment using data collected during fieldwork | Students develop higher level thinking skills in discussing and evaluating fieldwork and write up | Formative |
|  | Autumn 2 | **G3 – Glacial Landforms and their management** | Test | Check and consolidate student learning | Summative |
|  | Spring 1 | **G3 - Development** | Test | Check and consolidate student learning | Summative |
|  | Spring 2 | **G4 – Sustainable water and food** | Essay question | Check and consolidate student learning | Formative |
|  | Summer 1 | **G4 – Sustainable Cities and Energy** | Essay question | Check and consolidate student learning | Formative |
|  | Summer 2 |  |  |  |  |