



## Teign School Assessment Overview



### Geography

Year	Assessment	Cycle 1 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 2 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 3 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)
7	Baseline assessment	General Geography knowledge including <b>locational knowledge, locational knowledge of the UK, latitude, longitude, key aspects of physical and human geography and geographical skills (including symbols, 4 and 6 fig grid ref)</b> , which have been learnt during KS2.	Locational knowledge of <b>place and climate zones, location of polar regions and hot deserts. An understanding of how weather and climate can affect different vegetation. Biomes and climatic belts.</b>	Awareness of key words linked to <b>physical systems including rivers and the hydrological cycle. Test prior knowledge of weathering and processes and how humans can affect natural landscape systems.</b>
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	A mixture of short answer questions based on using OS map skills	An assessment about ecosystems based on short, mid and long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 1	An assessment about physical landscapes based on short, mid and long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 1
	End of cycle assessment	General Geography knowledge including <b>locational knowledge, locational knowledge of the UK, latitude, longitude, key aspects of physical</b>	Locational knowledge of <b>place and climate zones, location of polar regions and hot deserts. An understanding of how weather and climate can affect different</b>	Awareness of key words linked to <b>physical systems including rivers and the hydrological cycle. Test knowledge of weathering and processes and how</b>

		<b>and human geography and geographical skills</b> which have been learnt during KS2. Revisiting the baseline assessment to check on progress.	<b>vegetation. Biomes and climatic belts.</b> Revisiting the baseline assessment to check on progress.	<b>humans can affect natural landscape systems.</b> To revisit the unit having learnt key features of physical landscapes during the module.
<b>8</b>	Baseline assessment	Baseline test to get an awareness of <b>what practical fieldwork skills</b> students have prior knowledge of from KS2 and to test <b>numeracy skills linked with data analysis</b>	Test the awareness of the processes associated with <b>tectonic hazards of earthquakes and volcanoes</b> as studied at KS2.	Baseline test to get an awareness of prior knowledge of <b>economic activity and trade links</b> from KS2 geography and the <b>knowledge of primary, secondary and tertiary activity and international development.</b>
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	An assessment based on short, mid and long answer questions by the use of resources and fieldwork skills The assessment following the pattern of the AQA GCSE paper 3	An assessment about tectonic hazards based on short, mid and long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 1	An assessment about economic development based on short, mid and long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 2
	End of cycle assessment	End of unit test to get an awareness of what <b>practical fieldwork skills</b> students have prior knowledge of from KS2 and to test <b>numeracy skills linked with data analysis</b>	Test the awareness of the processes associated with <b>tectonic hazards of earthquakes and volcanoes</b> as studied at KS2 and to check on progress made throughout the module.	End of unit test to get an awareness of knowledge of <b>economic activity and trade links</b> from KS2 geography and <b>the knowledge of primary, secondary and tertiary activity and international development.</b> Used to check on progress made throughout the module.

9	Baseline assessment	Baseline test to see if students have an awareness of <b>the distribution of natural resources including energy, food, minerals and water</b> as studied at KS2.	Baseline test to see if students have an awareness of the <b>physical and human characteristics of the `super power` countries of China, India and Russia.</b>	Baseline test to see if students have an awareness of the <b>distribution of climatic belts and the structure and functioning of ecosystems particular focus on polar regions and hot deserts.</b>
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	An assessment about resource management based on short, mid and long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 1	An assessment about the worlds super powers based on short, mid and long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 2	An assessment about the living world based on short, mid and long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 1
	End of cycle assessment	End of unit test to see if students have an awareness of the <b>distribution of natural resources including energy, food, minerals and water</b> as studied at KS2 and to check on progress made during the module to test if students are aware of the use of natural resources.	End of unit test to see if students have an awareness of the <b>physical and human characteristics of the `super power` countries of China, India and Russia.</b> To check on progress made during the module and to test if students are aware of the `super powers`.	End of unit test to see if students have an awareness of the <b>distribution of climatic belts and the structure and functioning of ecosystems particular focus on polar regions and hot deserts.</b> To check on progress made during the module.
10	Baseline assessment	Baseline test to see if students have an awareness of <b>how development can be measured, the causes and consequences of</b>	Baseline test to see if students have an awareness of <b>the causes, consequences and management of tectonic and climatic hazards.</b> Also, the	Baseline test to see if students have an awareness of the process of <b>urbanisation and the challenges and opportunities in HIC cities.</b>

		<b>development, how to reduce the development gap and examples.</b>	<b>causes and management of climate change.</b>	
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	An assessment based on short, long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 2 by using past paper questions.	An assessment based on short, long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 1 by using past paper questions.	An assessment based on short, long answer questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 2 by using past paper questions.
	End of cycle assessment	End of unit test to see if students have an awareness of <b>how development can be measured, the causes and consequences of development, how to reduce the development gap and examples.</b> To check the progress made during the module.	End of unit test to see if students have an awareness of <b>the causes, consequences and management of tectonic and climatic hazards.</b> Also, the <b>causes and management of climate change.</b> To check on progress made during the module to test if students are aware of the cause, consequences and management of hazards.	End of unit test to see if students have an awareness of the process of <b>urbanisation and the challenges and opportunities in HIC cities.</b> To check on the progress made during the module to test if students are aware of the process of urbanisation and the consequences of urbanisation in HICs.
<b>11</b>	Baseline assessment	Baseline test to see if students have an awareness of the process of <b>urbanisation and the challenges and opportunities in LIC/NEE cities.</b>	Baseline test to see if students have an awareness of <b>resource management</b> to include the <b>global provision of food, energy and water. A specific awareness of food supply and the strategies used to increase the supply of food.</b>	
	Mid cycle assessment	An assessment based on short, long answer	An assessment based on short, long answer questions	

	(For some subjects it may be appropriate to have 2 mid-cycle assessments)	questions by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 2 by using past paper questions.	by the use of resources and also by the use of knowledge and application. The assessment following the pattern of the AQA GCSE paper 1 by using past paper questions.	
	End of cycle assessment	End of unit test to see if students have an awareness of the process of <b>urbanisation and the challenges and opportunities in LIC/NEE cities</b> . To check on the progress made during the module to test if students are aware of the process of urbanisation and the of consequences of urbanisation in LICs/NEE`s	End of unit test to see if students have an awareness of <b>resource management</b> to include the <b>global provision of food, energy and water. A specific awareness of food supply and the strategies used to increase the supply of food</b> . To check on the progress made during the module to test if students are aware of the issues of resource management and food supply.	
<b>12</b>	Baseline assessment	Baseline test to see if students have an awareness of <b>the process of coastal process and landforms. Also, to test prior knowledge of the management of coastal environments</b> .	Baseline test to see if students have an awareness of the <b>structure and functioning of world biomes and ecosystems. Also, the management of ecosystems and the role of conservation</b> .	Baseline test to see if students have an awareness of <b>Oceans and issues facing the worlds oceans</b> and to test prior knowledge of a unit that has not been studied before.
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	Examination questions used throughout the unit of work to test the student's knowledge, understanding and application of the coastal unit C1	Examination questions used throughout the unit of work to test the students' knowledge, understanding and application of the ecosystem's optional unit C3	Examination questions used throughout the unit of work to test the students' knowledge, understanding and application of the oceans and migration unit unit C2

	End of cycle assessment	End of unit test to see if students have an awareness of <b>the process of coastal process and landforms. Also, to test knowledge of the management of coastal environments.</b> To check on the progress made during the module to test if students are aware of the processes, landforms and management.	End of unit test to see if students have an awareness of the <b>structure and functioning of world biomes and ecosystems. Also, the management of ecosystems and the role of conservation.</b> To check on the progress made during the module to test if students understand the unit.	End of unit test to see if students have an awareness of <b>Oceans and issues facing the world's oceans</b> and to test prior knowledge of a unit that has not been studied before.
	Baseline assessment	Baseline test to see if students have an awareness of <b>perception of place, changes over time, economic change and rural and urban change.</b>	Baseline test to see if students have an awareness of <b>development measures, of how the social, political, cultural, economic and physical factors can influence development. Also, the impact, challenges and strategies of development.</b>	Baseline test to see if students have an awareness of an understanding of the key role played by the <b>carbon and water cycles in supporting life on Earth.</b>
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	Examination questions used throughout the unit of work to test the students' knowledge, understanding and application of the Places unit C1	Examination questions used throughout the unit of work to test the students' knowledge, understanding and application of the Development in an African context optional unit C3	Examination questions used throughout the unit of work to test the students' knowledge, understanding and application of the carbon and water unit C2
	End of cycle assessment	Baseline test to see if students have an awareness of <b>perception of place, changes over time, economic change and rural and urban change.</b> To check on the progress	Baseline test to see if students have an awareness of <b>development measures, of how the social, political, cultural, economic and physical factors can influence development. Also,</b>	Baseline test to see if students have an awareness of an understanding of the key role played by the <b>carbon and water cycles in supporting life on Earth.</b> To check on the progress made during the

		made during the module to test if students understand the unit.	<b>the impact, challenges and strategies of development.</b> To check on the progress made during the module to test if students understand the unit.	module to test if students understand the unit.
<b>13</b>	Baseline assessment	Baseline test to see if students have an awareness of <b>processes and patterns of global migration.</b> <b>How technological developments have accelerated migration over time, giving rise to a shrinking world.</b>	Baseline test to see if students have an awareness of the <b>structure of the Earth and the processes.</b> <b>Also, that tectonic hazards include volcanic and seismic events. The effects on people and the management of the hazards.</b>	
	Mid cycle assessment (For some subjects it may be appropriate to have 2 mid-cycle assessments)	Examination questions used throughout the unit of work to test the students' knowledge, understanding and application of the migration unit C2	Examination questions used throughout the unit of work to test the students' knowledge, understanding and application of the tectonic hazards unit C3	
	End of cycle assessment	Baseline test to see if students have an awareness of <b>processes and patterns of global migration.</b> <b>How technological developments have accelerated migration over time, giving rise to a shrinking world.</b> To check on the progress made during the module to test if	Baseline test to see if students have an awareness of the <b>structure of the Earth and the processes.</b> <b>Also, that tectonic hazards include volcanic and seismic events. The effects on people and the management of the hazards.</b> To check on the progress made during the module to test if students understand the unit.	

		students understand the unit.		