



## Geography KS3

### Y7 Geography

#### Term 1

Topic 1. Where we live. In this topic students will investigate why places can be considered as special. They will also investigate different types of living spaces, and the factors affecting quality of living spaces. The majority of this topic is based around a full day of fieldwork data collection in early October.

Topic 2. Tropical Forests. In this topic students investigate where Tropical Forests are located, reasons for the pattern of their distribution, why Tropical Forests are unique and important, and issues arising from human use of this environment.

#### Term 2

Topic 1. Tectonic hazards. Students study earthquakes, volcanoes and Tsunamis investigating cause, effects and how people respond.

Topic 2. The Energy question. Students investigate energy supply and demand evaluating renewable and non-renewable sources.

#### Term 3

Topic 1. Population Change. Students investigate patterns of population growth and change, including patterns of migration.

Topic 2. Managing Change in River Systems. Students investigate River Systems in relation to water supply and demand, flood management, and rivers as land forming agents.

### Y8 Geography

#### Term 1

Topic 1. Changing Places. Students investigate Industrial Change and Regeneration with a particular focus on Sheffield.

Topic 2. Food and Farming. Students investigate the “farm to plate” process with a fieldwork visit to Whirlow Hall Farm providing a major focus.

#### Term 2

Topic 1. Extreme Weather. Students investigate a range of extreme weathers including, causes, effects, and how people respond.

Topic 2. Antarctica. Students investigate the unique and special environment of Antarctica, the issues affecting the continent, and future scenarios.

#### Term 3

Topic 1. Approaches to Economic Development. Students investigate “The Development Gap”, and strategies for achieving economic development.

Topic 2. Managing Change in Coastal Systems. Students investigate human use of coasts, coastal landforms, and coastal management strategies.

### What you can do as a parent to support your child throughout this course

General advice on how parents can support with subject related tasks outside of lessons. Read over students main assignment work with them and help them to evaluate it using the task sheet and marking grid.



## Assessment Procedures & Key dates

### When the key assessment points take place:

There are two specific assessment tasks in every unit Y8:

#### Term 1

Topic 1. The My Special Place investigation,  
Topic 2. The fieldwork enquiry based on the Chesterfield and Winster fieldwork day.

#### Term2

Topic 1. Research investigation into a named earthquake.  
Topic 2. Wind farm assessment task.

#### Term 3

Topic 1. Mexican Migrants into the USA storyboard.  
Topic 2. Sheffield Flood investigation report.

There are two specific assessment tasks in every unit Y8:

#### Term1

Topic 1. Research enquiry using primary data into people`s use of The Lower Don Valley.  
Topic 2. Whirlow Hall Farm fieldwork enquiry

#### Term2

Topic 1. Water Aid project for Mali assessment task.  
Topic2. Antarctica information pack.

#### Term3

Topic 1. China economic development assessment.  
Topic 2. Isle of Capri coastal landforms investigation.

### How we use the assessment data:

Assessment data is used to inform half term attainment level grades. Students are encouraged to reflect on their assessment feedback in relation to their target grades. They are expected to follow up on "ebi" comments.

### Marking & feedback Policy: Key points

Assessment is carried out in the following ways: Informally in the classroom through teacher`s observation and evaluation of students participation and performance in classroom activities. This includes group, paired, and individual work, participation in discussion, and application of a variety of Geographical skills.

Through the monitoring and evaluation of the work in student`s books from classwork and homework. All the work that students do in their books is valued by their Geography teacher , and selected pieces will be chosen to be formatively marked with written feedback about what has gone well , and what could be done to make their work even better. Other work in student`s books will be seen by their teacher as part of ongoing informal assessment without written comment being made.

Through the formal marking of the designated assessment tasks that have been designed for each topic. These will usually be awarded a national curriculum level.

All of the above strategies are used by teachers to arrive at a half term attainment grade that indicates if students are progressing towards achieving their target grade by the end of the school year. Students will also regularly peer and self-assess their work in order to share their learning.