

## Plashet Geography Year 7 Curriculum & Assessment Map 2014-15 – draft proposal 1

Half-terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>38</b>
<b>No. of Lessons</b>	<b>12</b>	<b>10/11</b>	<b>9</b>	<b>9</b>	<b>7/8</b>	<b>12</b>
<b>Year 7 Schemes of Learning</b>	<ul style="list-style-type: none"> <li>Traditional geography – 9 lessons</li> <li>Urban geography – 3 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Urban geography – 9 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Extreme environments: hot deserts 9 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Deserts – 1 lesson</li> <li>Coastal geography – 8 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Amazing Africa – 8 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Amazing Africa – 2 lessons</li> <li>Migration</li> </ul>

<b>Self-assessment Frequency</b>	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks
<b>Peer Assessment Frequency</b>	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks
<b>Formative Assessment with feedback</b>	• 'Finding my way' – using directions	• Comparing urban and rural areas	• Describing a climate graph	• How is material transported along the coast?	• Comparing development indicators	• Categorising push and pull factors
<b>Summative Assessment</b>	• Map skills test	• Traffic investigation	• Design a mammal	• Should the coastline be protected?	• Safe water for Sudan	• Migration story
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Work scrutiny</li> <li>Lesson drop-ins</li> </ul>		<ul style="list-style-type: none"> <li>Work scrutiny</li> <li>KS3 Progress report</li> <li>Lesson drop ins</li> </ul>		<ul style="list-style-type: none"> <li>Work scrutiny</li> <li>Review of KS3 Progress Report</li> <li>Lesson drop ins</li> </ul>	

## Plashet Geography Year 8 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>38</b>
<b>No. of Lessons</b>	<b>12</b>	<b>10/11</b>	<b>9</b>	<b>9</b>	<b>7/8</b>	<b>12</b>
<b>Year 8 Schemes of Learning</b>	<ul style="list-style-type: none"> <li>Earthquakes and volcanoes – 11 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Weather 8 lessons</li> <li>Climate 2 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Amazing Asia – 9 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Amazing Asia – 2 lessons</li> <li>Food and Farming – 4 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Food and farming – 8 lessons</li> </ul>	<ul style="list-style-type: none"> <li>Geography of health – 8 lessons</li> </ul>
<b>Self-assessment Frequency</b>	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks
<b>Peer Assessment Frequency</b>	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks
<b>Formative Assessment with feedback</b>	• What happens at a plate boundary?	• What are the impacts of extreme cold?	• How is globalisation affecting the people of India?	• What location is suitable for a farm?	• How has farming changed over time?	• How has geography enabled the spread of disease?
<b>Summative Assessment</b>	• Why did so many people die in the Pakistan earthquake?	• My wonderful weather suit		• How can India develop in a sustainable way?	• How sustainable is my salad?	• Report into the spread of a communicable disease
<b>Monitoring</b>	• Lesson drop-ins	• Work scrutiny	<ul style="list-style-type: none"> <li>KS3 Progress report</li> <li>Lesson drop-ins</li> </ul>	• Work scrutiny	<ul style="list-style-type: none"> <li>Review of KS3 Progress Report</li> <li>Lesson drop-ins</li> </ul>	• Work scrutiny

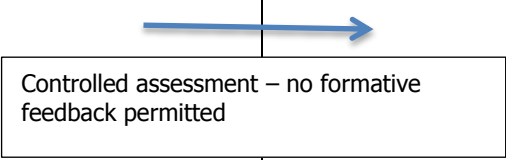
## Plashet Geography Year 9 Curriculum & Assessment Map 2014-15

<b>Half-terms</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>38</b>
<b>No. of Lessons</b>	<b>12</b>	<b>10/11</b>	<b>9</b>	<b>9</b>	<b>7/8</b>	<b>12</b>
<b>Year 9 Schemes of Learning</b>	<ul style="list-style-type: none"> <li>• 10 lessons – industrial location</li> <li>• 2 lessons – rivers and flooding</li> </ul>	<ul style="list-style-type: none"> <li>• 6 lessons – rivers and flooding</li> <li>• 4 lessons – population and urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• 9 lessons – population and urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• 8 lessons - glaciation</li> </ul>	<ul style="list-style-type: none"> <li>• 9 lessons - ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• 8 lessons – marvellous Middle East</li> </ul>
<b>Self-assessment Frequency</b>	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks
<b>Peer Assessment Frequency</b>	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks	• Every 4 weeks
<b>Formative Assessment with feedback</b>	<ul style="list-style-type: none"> <li>• Where is the best place to locate a factory?</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of flooding</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for dense and sparse populations</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of a glacial landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Rainforest structure</li> </ul>	<ul style="list-style-type: none"> <li>• Climate graph for the Middle East</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• Is Westfield good or bad for Newham?</li> </ul>	<ul style="list-style-type: none"> <li>• How can flooding be managed sustainably?</li> </ul>	<ul style="list-style-type: none"> <li>• How can slums be improved?</li> </ul>	<ul style="list-style-type: none"> <li>• A tourist code of conduct for a National Park</li> </ul>	<ul style="list-style-type: none"> <li>• How can the rainforest be managed in a sustainable way?</li> </ul>	<ul style="list-style-type: none"> <li>• What can be done to cope with water shortages in the Middle East?</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Lesson drop-ins</li> </ul>		<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• KS3 Progress report</li> <li>• Lesson drop-ins</li> </ul>		<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Review of KS3 Progress Report</li> <li>• Lesson drop-ins</li> </ul>	

## Plashet Geography Year 10 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>20</b>	<b>29</b>	<b>23</b>	<b>38</b>
<b>No. of Lessons</b>						
<b>Year 10 Schemes of Learning</b>	<ul style="list-style-type: none"> <li>The Restless Earth</li> </ul>	<ul style="list-style-type: none"> <li>The Restless Earth</li> <li>The Development Gap</li> </ul>	<ul style="list-style-type: none"> <li>The Development Gap</li> </ul>	<ul style="list-style-type: none"> <li>The Coastal Zone</li> </ul>	<ul style="list-style-type: none"> <li>The Coastal Zone</li> </ul>	<ul style="list-style-type: none"> <li>Geographical skills</li> </ul>
<b>Self-assessment Frequency</b>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>
<b>Peer Assessment Frequency</b>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>
<b>Formative Assessment with feedback</b>	<ul style="list-style-type: none"> <li>Responses to the Montserrat Earthquake report</li> </ul>	<ul style="list-style-type: none"> <li>The Restless Earth booklet</li> </ul>	<ul style="list-style-type: none"> <li>The Development Gap booklet</li> </ul>	<ul style="list-style-type: none"> <li>Should the coastline be protected? Decision making exercise</li> </ul>	<ul style="list-style-type: none"> <li>The coastal zone booklet</li> </ul>	<ul style="list-style-type: none"> <li>Skills test</li> </ul>
<b>Summative Assessment Including Controlled Assessment</b>		<ul style="list-style-type: none"> <li>The Restless Earth mock exam</li> </ul>	<ul style="list-style-type: none"> <li>The development Gap mock exam</li> </ul>		<ul style="list-style-type: none"> <li>End of year mock exam</li> </ul>	
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Lesson drop-ins</li> </ul>	<ul style="list-style-type: none"> <li>Moderation of exam</li> <li>Initial Raising Attainment Plan</li> <li>Work scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>Lesson drop-ins</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny</li> <li>Review of raising attainment plan</li> </ul>	<ul style="list-style-type: none"> <li>Lesson drop-ins</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny</li> </ul>

## Plashet Geography Year 11 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>23</b>
<b>No. of Lessons</b>					
<b>Year 11 Schemes of Learning</b>	<ul style="list-style-type: none"> <li>Urbanisation</li> <li>Controlled assessment</li> </ul>	<ul style="list-style-type: none"> <li>Controlled assessment</li> </ul>	<ul style="list-style-type: none"> <li>Urbanisation</li> <li>The Living World</li> </ul>	<ul style="list-style-type: none"> <li>The living world</li> <li>Tourism</li> </ul>	
<b>Self-assessment Frequency</b>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>
<b>Peer Assessment Frequency</b>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Every 4 weeks</li> </ul>
<b>Formative Assessment with feedback</b>	<ul style="list-style-type: none"> <li>Urbanisation in MEDCs booklet</li> </ul>		<ul style="list-style-type: none"> <li>Urbanisation in LEDCs booklet</li> </ul>	<ul style="list-style-type: none"> <li>The living world booklet</li> </ul>	
<b>Summative Assessment Including Controlled Assessment</b>	 <p>Controlled assessment – no formative feedback permitted</p>		<ul style="list-style-type: none"> <li>Mock exam</li> </ul>	<ul style="list-style-type: none"> <li>The living world mock exam</li> </ul>	
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Work scrutiny</li> <li>Student review meetings</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of controlled assessment progress</li> </ul>	<ul style="list-style-type: none"> <li>Report on mock exam</li> <li>Raising Attainment Plan adapted</li> </ul>	<ul style="list-style-type: none"> <li>Student review meetings</li> </ul>	