



LAURUS  
RYECROFT

**Curriculum and  
Assessment in Geography  
at KS3**

## Curriculum Statement: Geography

The world as we know it is not 'given' and it can and it will change.

- Lambert et al.

### Powerful Knowledge in Geography

Geography is a sprawling, hybrid discipline that spans both the natural and social sciences.

Powerful knowledge in geography:

- Provides students with new ways of thinking about the world using 'big ideas' such as Place, Space and Interconnection.
- Provides students with powerful ways of analyzing, explaining and understanding the world.
- Gives students power over their own knowledge- students need to know about the discipline and how knowledge has been developed and tested.
- Enables students to follow and participate in debates in significant local, national and global issues.
- Takes students beyond their own experience. This knowledge of the world contributes strongly to students' general knowledge.

### Curriculum features

Geography education within the Laurus Trust aims to equip students with the knowledge and skills to be successful global citizens. Our curriculum is not about students leaving with a long list of facts about the world; we want our students to appreciate the ever-evolving nature of Geography as an academic discipline.

Through our sequences of learning experiences, students will steadily work out how the world works and how it can and will change in the future.

Students will learn about places that are outside of their own experience, they will develop their understanding of the world's diversity of environments, peoples, cultures and economies. Students will develop a global 'open-mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience.

Students will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. Students will then utilize the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places.

### Co Curriculum enrichment

In addition to lessons, students have several opportunities to develop their geographical understanding outside the classroom. Fieldwork promotes geographical knowledge and understanding by bridging the divide between the classroom and the real world. Students will have the opportunity to visit places such as Lyme Park, The Peak District, Salford Quays and Iceland.

Students are also encouraged to partake in additional activities outside of their lessons- this may include taught sessions on geo-literacy, attending drop in sessions for extra support or looking at the accuracy of geography in film and television.

## Geography Curriculum at KS3 – An Overview

The Geography Department at Laurus Ryecroft aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places –including their defining physical and human characteristics.
- understand the processes that give rise to key physical and human geographical features of the world.
- know, apply and understand the matters, skills and processes that are used to make sense of the world around them.
- are prepared for GCSE, A Level and further study of Geography.
- develop a love and understanding of Geography.

**In Year 7** students will be extending their locational knowledge and deepening their spatial awareness of the world's regions. We will be studying key aspects of physical and human geographies in order to learn about distinctive landscapes and how places differ around the world. Students will develop geographical skills such as reading maps across a range of scales, interpreting photographs and analysing data to identify geographical patterns and processes.

**In Year 8** students will study a wide variety of physical and human topics with an overriding outlook upon UK related concepts and themes. Key topics will include settlement; migration; river and glacial landscapes; and UK economic activity. The students will build on their conceptual understanding throughout the year. We will discuss concepts such as sustainability, culture, space, place, scale (both national and global) and develop graphical, statistical and cartographic skills.

**In Year 9** students will, once again, study a wide variety of physical and human topics with an overriding synoptic outlook. These topics include tectonic and atmospheric hazards; development; ecosystems; and resource management. The students will use a variety of skills throughout the year and concepts such as diversity, inequality, interdependence and time will be discussed in more depth.

## **KASH Reporting Criteria in Geography: Knowledge and Skills at KS3**

### **Year 7:**

Students will develop their **KNOWLEDGE** of:

- Map skills e.g latitude, longitude, OS map related skills
- Europe
- Africa
- North America
- South America
- Asia
- Oceania

In addition to:

- processes that shape physical and human landscapes
- geographical issues affecting different parts of the world

Students will develop their **SKILLS** in:

- using scale both locally and globally
- using grid references
- their understanding of space and how this relates to other areas of geography
- students will develop their enquiry skills through local fieldwork
- locating countries in an atlas
- understanding maps of different scales and using ICT to word process and include images
- recording and interpreting data using tables and graphs
- reading and analysing geographical information held in maps
- using photographs to describe places
- geographical vocabulary to enhance written work

## KASH Reporting Criteria in Geography: Knowledge and Skills at KS3

### Year 8:

Students will develop their knowledge of a wide range of human and physical geography including:

- The world's ecosystems including deserts, savannah and rainforests.
- Settlement (functions and hierarchies, urban land use in a AC and LIDC settlement)
- The Middle East (human/physical landscapes, contemporary issues in The Middle East)
- African (human/physical landscapes, an African country study, poverty in Africa)
- Rivers
- Economic activity

Students will develop their **SKILLS** in:

- The understanding and application of scale both nationally and globally • Addressing common misconceptions of places • Using scale both locally and globally.
- Students will develop their enquiry skills through local fieldwork.
- Locating countries in an atlas
- Understanding maps of different scales and using ICT to word process and include images.
- Recording and interpreting data using tables and graphs.
- Reading and analysing geographical information held in maps
- Using photographs to describe places
- Geographical vocabulary to enhance written work
- Becoming increasingly aware of the interactions between physical and human which are linked to natural events
- Exploring different cultures in a social, economic and political sense

## Year 9:

Students will develop their **KNOWLEDGE** of:

- Dangerous world: physical
- Dangerous world: human
- Development geography including poverty, disease and uneven development
- China and Russia: two emerging and developing countries
- Coastal landscapes
- Population

Students will develop their **SKILLS** in:

- using different sources to find and interpret geographical information
- starting to use more complex statistical skills to analyse data
- describing places around the world
- suggesting and using appropriate fieldwork techniques
- exploring issues across a range of scales
- explaining geographical patterns and processes
- embedding the use of examples in their written work
- linking topics and ideas together in a synoptic manner
- using geographical vocabulary to enhance written work

Foundation Stages in Geography – Assessment Criteria at KS3

	<i><b>AO1 - Demonstrate knowledge of locations, places, processes, environments and different scales.</b></i>	<i><b>AO2 - Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.</b></i>	<i><b>AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.</b></i>	<i><b>AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</b></i>
<b>BFS</b>	To demonstrate a detailed and extensive factual knowledge about the places we are studying.	To detail, analyse and evaluate geographical features and processes. As well as to detail, analyse and evaluate how places are linked in geography.	To analyse and evaluate information about the places we are studying. I can now do the following: evaluate, create, hypothesise, assess, construct, imagine and devise.	To choose and justify the choice of geographical skills and evaluate their effectiveness. Students clearly understand cartographic and OS map skills and use these to interpret patterns. Students have good graphical skills and can draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps. Students use numerical and statistical skills to interpret data sets, highlighting trends and anomalous values.
<b>FSS</b>	To demonstrate a detailed and factual knowledge about the places we are studying	To show a highly detailed, evidenced geographical understanding of geographical features and processes and to show a highly detailed, evidenced understanding of how places are linked in geography.	To write detailed explanations that show I know and understand information about the places we are studying. I can now do the following: judge, prioritise, reflect, justify, recommend and summarise.	To choose from a wide range of geographical skills and apply them with precision. Students use more sophisticated statistical skills e.g. percentage change or cumulative frequency as a means of analysing data.

<b>FS4</b>	To demonstrate a broad factual knowledge about the places we are studying	To show detailed, evidenced geographical understanding of geographical features and processes and to show a detailed, evidenced understanding of how places are linked in geography.	To write detailed descriptions and clear explanations that show I know and understand information about the places we are studying. I can now do the following: discuss, analyse, categorise, distinguish, compare, contrast and identify.	To use a wide range of geographical skills and apply them effectively. Students have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data. Students are more independent and self-sufficient with their skills.
<b>FS3</b>	To demonstrate a sound factual knowledge about the places we are studying.	To show detailed geographical understanding of geographical features and processes and to show a detailed understanding of how places are linked in geography.	To write detailed descriptions and simple explanations that show I know and understand information about the places we are studying. I can now do the following: explain, decide, examine, and relate.	To use a range of geographical skills effectively including a working understanding of OS map skills such as 6 figure grid references; a broader range of graphical techniques, including multiple line graphs; as well as greater usage of simplistic statistical and numerical skills (e.g mode, median) with an increasing attempt to understand trends reflected in the data set.
<b>FS2</b>	To demonstrate an adequate factual knowledge about the places we are studying.	To show I have a clear geographical understanding of geographical features and processes and to show a clear understanding of how places are linked in geography.	To write clear descriptions that show I know and understand information about the places we are studying. I can now do the following: describe, select, outline, match and recognise.	To use a range of basic geographical skills including an increasing working knowledge of OS map skills and an understanding of data through statistical skills e.g. mean.
<b>FS1</b>	To demonstrate a basic knowledge about the places we are studying.	To show a basic geographical understanding of geographical features and processes and to show a basic understanding of how places are linked in geography.	To write simple descriptions that show and understand basic information about the places we are studying. I can do the following: name, state, list, label and tell.	To use a small range of basic geographical skills.



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# Attitudes and Habits

At Laurus Ryecroft we expect all of our students to display the following **Attitudes and Habits in all of their subjects.**

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

## ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

## HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations