What has the government said about assessment?

Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned.

Taken from a Department for Education article on assessing without levels, published June 2013.

How does this apply to geography?

Addressing the KS3 Programme of Study

Geog1_THB_Ch4-revise.indd   78

The big picture

During that time, glaciers formed in the British Isles.

As the ice age ended, the ice in the British Isles melted away, leaving distinctive features covered most of northern Europe.

This looks at U-shaped valleys and how they affect us; it touches on climate change, which will be covered in more detail in Unit 4.

Over the last ice age, much of the British Isles was under ice

and much of the land we live on today – long after the ice has gone – is

affected by glaciation.

You can read the complete Programme of Study here.

Objectives and outcomes for this chapter

Objectives

Most pupils will understand:

- that glaciers flow
- that much of the British Isles was under ice during the last ice age
- that glaciers shape and change the land they flow
- that glaciation results in special landforms and features
- that glaciation results in special landforms and features
- that many of the features we see today are a result of glaciers
- that glaciation is a natural process
- that glaciation is a natural process
- that the scale. Note these: the caves in the melting ice; the meltwater; the material on the scale. Note these: the caves in the melting ice; the meltwater; the material on

Opportunities for assessment

End-of-chapter opportunities

Opportunities for assessment are also highlighted in your Teacher’s Handbook.

Exam-style questions

For each chapter, there’s an Exam-style question at a KS3-appropriate level. For each question there is:

1. a front-of-class presentation to help you discuss what students are required to do and how they can achieve the mark they want

2. teacher notes, including mark scheme, differentiation suggestions and sample answers

3. the task, for students to complete on paper.

You will need part of a lesson to brief your students and up to 20 minutes for them to write their answers. You mark the question using descriptors built around Bloom’s Taxonomy. You can convert the marks into scores using the mark scheme and enter them into your Kerboodle markbook.

Extended assessment tasks

There’s an Extended assessment task for every chapter, which includes:

1. a front-of-class presentation to help you brief your students

2. teacher notes, mark scheme and sample answers

3. the task, for students to complete on paper.

You’ll need a lesson or part of a lesson to brief your students, and the students will need approximately two hours to complete their task. You mark the task using descriptors based around Bloom’s Taxonomy and it’s easy to convert the marks into scores which can be entered into your Kerboodle markbook.

Turn over to find out about levels and reporting.