

KS3 ASSESSMENT CRITERIA – YEARS 7-9 GEOGRAPHY

Geography - Year 7

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/ Outstanding (O)
Knowledge	<p>You have some knowledge some places in the UK.</p> <p>You can provide a simple description of features of a place e.g. river, mountain, city, flat land.</p> <p>You can describe but not always recognise different environmental features such as a waterfall, meander.</p> <p>You can describe these features.</p> <p>You need to work on you spelling and grammar which holding back you learning.</p>	<p>You have some knowledge of places and can identify locations in the UK.</p> <p>You can accurately describe features of a place e.g. river, mountain, city, flat land.</p> <p>You know that places have similarities and differences</p> <p>You can recognise different environmental features such as a waterfall, meander.</p> <p>You can describe these features using adjectives</p>	<p>You have a basic knowledge of many places in the UK and elsewhere in the world.</p> <p>You can describe the physical and human geography of places and describe similarities and differences between places.</p> <p>You can recognise a range of environmental features and describe them.</p> <p>You can begin to explain their formation.</p> <p>You may refer to case study examples to illustrate your points.</p>	<p>You have a good knowledge of places in the UK and elsewhere in the world.</p> <p>You start to explain the physical and human geography of places.</p> <p>You can describe similarities and differences between places and compare them.</p> <p>You can name and explain some environmental features.</p> <p>You start to use case study examples to support your explanations</p>	<p>You have a detailed knowledge and understanding of places throughout the UK and the world.</p> <p>You understand that the physical environment affects how humans interact with the land.</p> <p>You can name and explain the formation of a range of environmental features in a logical sequence.</p> <p>You can make some links about places in the UK and the rest of the world.</p> <p>You start to use case study examples effectively to support questions</p>
Skills	<p>You may need help in understanding some geographical questions.</p>	<p>You can answer some geographical questions.</p>	<p>You can carry out investigations using some geographical skills e.g. taking</p>	<p>You begin to ask relevant geographical questions</p>	<p>You can follow and carry out a geographical investigation.</p>

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Geography - Year 8

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/ Outstanding (O)
Knowledge	<ul style="list-style-type: none"> • Brief, simple descriptions of places and features. Little content. For example, a volcano may be mentioned but no description of where it is or why will be offered. • Simple observations of patterns and processes. There will be no links made to processes that have created coastal landforms, no explanation of why volcanoes and earthquakes are located where they are or any links made between globalisation and 	<ul style="list-style-type: none"> • Beginning to describe places, features and processes but not in detail. For example, beaches are made by sand being pushed onto the coast, volcanoes and eruptions are linked to where plates meet and we have links to other parts of the world, but the detail is simple. • Perhaps one, simple explanation give, such as beaches are created due to sand being pushed on by the waves, plates move apart and make a volcano and we have links 	<ul style="list-style-type: none"> • Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations, for example, beaches are formed from sand being pushed onto the beach by the waves, which are influenced by the wind direction, Plates in some areas are moved apart and magma will rise to create new land, transport costs are a lot cheaper, so we can get things made in other countries and sent to us. • Satisfactory understanding but 	<ul style="list-style-type: none"> • Descriptions of features, places and processes are very detailed and more specific and increasingly detailed and explanations are offered. Conclusions are substantiated. Processes will be linked together well and accurately. Examples could be the waves push material onto the shoreline at the angle of the prevailing wind. This deposition builds up the beach. Plates will move apart and constructive boundaries and magma will rise to fill the gap, this 	<ul style="list-style-type: none"> • Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. There is strong use of analysis and evaluation throughout. Exemplification is detailed and use specific case study depth rather than just examples. An example would include: Coastal systems are changing due to the key processes of erosion, transportation and deposition. Geology erodes and supplies sediment to the sea/ocean. This sediment is pushed onto the beach via swash, at a 45 degree angle, which is influenced by the

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	<p>the world we live in.</p> <ul style="list-style-type: none"> • Countries will not be able to be located accurately on a map to explain distribution or where places are. • Some use of basic geographical vocabulary linked to the topics – volcano, beach, world etc. will be used, but simply. • Demonstrates a superficial factual knowledge. There will be no accurate examples used with no specific points raised. Very general. 	<p>to other people because transport is better.</p> <ul style="list-style-type: none"> • The student is beginning to use appropriate geographical vocabulary. • Demonstrates an adequate factual knowledge. At least one coastal process is mentioned, such as erosion, a plate is identified from a map and China makes lots of clothes. These are simple statements but are factually accurate but not developed. 	<p>misinterpretations are common.</p> <ul style="list-style-type: none"> • A range of appropriate geographical vocabulary is used. • A sound factual knowledge is demonstrated. Place names, a number of processes (such as erosion, transportation and deposition) and examples of goods produced and where they are produced will be used, but with limited explanation and no real evaluation. 	<p>creates new land, which is why it is a constructive margin. Goods can be manufactured in China and shipped to us in the UK due to cheaper transport costs and the use of container ships.</p> <ul style="list-style-type: none"> • Responses show a very good understanding; misinterpretations are less common. Initiative is shown in researching work. • A wide range of geographical vocabulary is used. • A broad factual knowledge is demonstrated, such as all of the erosion types (hydraulic action, abrasion etc.), names of boundaries and where they can be located and key 	<p>direction of the prevailing winds.</p> <ul style="list-style-type: none"> • A great deal of initiative is shown in researching work, often drawing on resources that would be accessed at a later key stage. These will be referenced and used accurately. • Responses show a deeper understanding; very few, if any, misinterpretations. • Extensive use of geographical vocabulary. • An extensive factual knowledge is demonstrated which uses key terms, specific facts, dates and data. • Generally, as a comparative measure, the work will read as a grade 7+ GCSE response.
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				globalisation words.	
Skills	<ul style="list-style-type: none"> • Use of simple skills – students can use a basic chart/graph and plot some points, but they may not be accurately plotted or on the correct axis. Numbering on the axis and/or the scale may not be accurate. • Presentation needs to be improved and time taken to present the work correctly. • There is simple use of numbers e.g. there are 3 volcanoes in the picture, but no use of numeracy skills such as mean (working out the average) • Ordnance Survey maps will be used to recognise areas 	<ul style="list-style-type: none"> • Use of a range of simple skills. Single numerical skills may be present when using data, for example, the average/mean will be attempted, but may not always be correct. • Graphs used correctly will be simple bar graphs and axis will be numbered and labelled correctly. There will be an attempt to plot line graphs, but scale of the numbering and position will show some errors. • 4 figure references will be used with accuracy on Ordnance Survey maps but 	<ul style="list-style-type: none"> • Satisfactory use of a range of skills – students can plot a bar graph accurately and correctly with all labels and axis correct. Line graphs will be plotted with some accuracy, although there will be some mistakes, such as plotted at the wrong point. • Ordnance Survey maps will be used with developing accuracy. 4 figure references will be accurate and 6 figure references will be used to accurately locate larger features, but maybe not from their central point. Scale and contour lines will be used and 	<ul style="list-style-type: none"> • Accurate use of a wide range of skills – graphs are well presented, with axis and all labels all present in the right place and used correctly. There is more accurate use of advanced mathematical skills and methods to present data, such as a choropleth map and advanced climate graphs showing both precipitation and temperature, all plotted correctly. • Ordnance survey work will use 6 figure references throughout and will use the scale correctly. Distance can be calculated accurately and 	<ul style="list-style-type: none"> • Very accurate use of a wide range of skills. Numeracy skills will be used throughout, for example, mode, mean and median and other mathematical terms used correctly and appropriately. A wide range of maps and graphs can be created and used effectively, such as choropleth maps and cross sections. These can be created from Ordnance Survey maps with little explanation required. • Ordnance survey maps are used appropriately with 6 figure references, use of scale to measure distance and plan routes, use of the key to identify landmarks and land use and use of contour lines to describe the landscape and explain WHY this is

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	<p>on the map using 4 figure references and some use of the key to recognise features.</p>	<p>6 figure references will not be accurate. Scale and contour lines may be mentioned but will be simple and inaccurate.</p> <ul style="list-style-type: none"> • Presentation will be hand drawn with some accuracy but computer/tech methods will not be used/present. • <input type="checkbox"/> 	<p>referred to throughout, but with some errors.</p> <ul style="list-style-type: none"> • Satisfactory presentation – work will be completed using mainly hand drawn or simpler computer presentation methods. 	<p>contour lines used to recognize</p> <ul style="list-style-type: none"> • Accurate presentation with a range of methods used to enhance the work, both hand drawn and using relevant technology. 	<p>the case (evaluation)</p> <ul style="list-style-type: none"> • Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work following reflection or feedback. • Very accurate presentation • neat and precise, using a range of methods from • hand drawn to computer generated.
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	<p>You can use some geographical skills e.g. sketching , labelling and direction.</p> <p>You can make choices based on a suite of resources.</p>	<p>You can use some advanced geographical skills e.g. 4-figure grid references, direction, scale, symbols.</p> <p>You can make informed decisions based on a suite of resources.</p> <p>You can use sources that are given and can write about them in full sentences.</p>	<p>measurements; explain how you collected the data and what you found out.</p> <p>You use basic primary and secondary sources of information including a variety of maps and graphs and use geographical skills e.g. 6 fig grid ref, longitude and latitude.</p> <p>You can make informed decisions based on a range of resources. You can answer geographical questions and include key words in your answers.</p>	<p>You can carry out investigations using a range of geographical skills e.g. collect data, present data using graphs, analyse it and draw conclusions.</p> <p>You can interpret and start to analyse a range of primary and secondary sources of information and use a range of map skills.</p> <p>You can make well informed and explained decisions based on a range of resources.</p> <p>You can use a range of appropriate keywords and begin to structure your answers using PEE</p>	<p>You present your findings in a clear way using a range of appropriate methods.</p> <p>You draw valid conclusions from your investigation and can evaluate your methods.</p> <p>You can analyse different primary and secondary sources and use a wide range of map skills accurately.</p> <p>You can make well informed and justified decisions based on a range of resources.</p> <p>You can use a wide range of appropriate keywords and use PEE to structure your answers.</p> <p>You have minimal SPAG mistakes.</p>
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Geography - Year 9

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/ Outstanding (O)
Knowledge	<ul style="list-style-type: none"> Brief, simple descriptions of places and features. Little content. For example, they will be able to name up to 3 continents and locate a limited amount of countries on a world map Simple observations of patterns and processes. They will know what climate change is but will be unsure of how it occurs. There will be limited understanding of reasons why populations change but will not be able to tell you where in the world growth will be and why. Some use of basic 	<ul style="list-style-type: none"> Beginning to describe places, features and processes but not in detail. Perhaps one, simple, explanation given, such as Global warming is a bad thing as it could affect animals and where they live. Population is getting higher in some countries because more babies are being born. The student is beginning to use appropriate geographical vocabulary. Demonstrates an adequate factual knowledge. Climate change can be natural and 	<ul style="list-style-type: none"> Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations, for example, Global warming can affect the world. Sea levels will rise and this could flood places, which is not good, as it will affect people and animals. Population grows in countries where birth rates increase. People will also live longer. Both will change the population in a country. Satisfactory understanding but misinterpretations are common. 	<ul style="list-style-type: none"> Descriptions of features, places and processes are very detailed and more specific and increasingly detailed and explanations are offered. Conclusions are substantiated. Processes will be linked together well and accurately. An example could be; human activities are responsible for climate change. We burn fossil fuels, for example, in the cars we drive, which add to the greenhouse gases (such as Co2) in the atmosphere. These trap heat and create a range of negative impacts, such as.... Responses show a 	<ul style="list-style-type: none"> Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. There is strong use of analysis and evaluation throughout. Exemplification is detailed and use specific case study depth rather than just examples. An example would include: In 1979 China introduced the one child policy. This was an anti-natal policy that aimed to reduce births in China to aid economic progress. It was largely seen as

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	<ul style="list-style-type: none"> geographical vocabulary linked to the topics – birth, death, weather, hot, people, world etc will be used, but simply. Demonstrates a superficial factual knowledge. There will be no accurate examples used with no specific points raised. Very generalised. 	<p>man-made, birth rates can make a population bigger, like in developing countries. They are factually accurate but not developed.</p>	<ul style="list-style-type: none"> A range of appropriate geographical vocabulary is used. A sound factual knowledge is demonstrated. Place names and a number of processes (such as reasons for climate change and factors that change birth or death rates) will be used, but with limited explanation. 	<p>very good understanding; misinterpretations are less common. Initiative is shown in researching work.</p> <ul style="list-style-type: none"> A wide range of geographical vocabulary is used. A broad factual knowledge is demonstrated, such as a range of accurate greenhouse gases. Specific facts linked to population growth or reduction will be evident, such as % changes in populations or specific policies and years when they were implemented (China's one child policy) Key words will be used throughout 	<p>successful as it led to an estimated fall of 400 million births.</p> <ul style="list-style-type: none"> A great deal of initiative is shown in researching work, often drawing on resources that would be accessed at a later key stage. These will be referenced and used accurately. Responses show a deeper understanding; very few, if any, misinterpretations. Extensive use of geographical vocabulary. An extensive factual knowledge is demonstrated which uses key terms, specific facts, dates and data. Generally, as a comparative measure, the work will read as a grade 7+ GCSE response.
Skills	<ul style="list-style-type: none"> Use of simple skills – students can use a basic 	<ul style="list-style-type: none"> Use of a range of simple skills. Single numerical 	<ul style="list-style-type: none"> Satisfactory use of a range of skills – students can plot a 	<ul style="list-style-type: none"> Accurate use of a wide range of skills – graphs are well 	<ul style="list-style-type: none"> Very accurate use of a wide range of skills. Numeracy

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	<p>chart/graph and plot some points, but they may not be accurately plotted or on the correct axis. Numbering on the axis and/or the scale may not be accurate.</p> <ul style="list-style-type: none"> • Presentation needs to be improved and time taken to present the work correctly. • There is simple use of numbers e.g. there are 3 volcanoes in the picture, but no use of numeracy skills such as mean (working out the average) • Ordnance Survey maps will be used to recognise areas on the map using 4 figure references and some use of the key to recognise features. 	<p>skills may be present when using data, for example, the average/mean will be attempted, but may not always be correct.</p> <ul style="list-style-type: none"> • Graphs used correctly will be simple bar graphs and axis will be numbered and labelled correctly. There will be an attempt to plot line graphs, but scale of the numbering and position will show some errors. • 4 figure references will be used with accuracy on Ordnance Survey maps but 6 figure references will not be accurate. Scale and contour lines may be mentioned but will be simple and inaccurate. • Presentation will be hand drawn with some accuracy but 	<p>bar graph accurately and correctly with all labels and axis correct. Line graphs will be plotted with some accuracy, although there will be some mistakes, such as plotted at the wrong point.</p> <ul style="list-style-type: none"> • Ordnance Survey maps will be used with developing accuracy. 4 figure references will be accurate and 6 figure references will be used to accurately locate larger features, but maybe not from their central point. Scale and contour lines will be used and referred to throughout, but with some errors. • Satisfactory presentation – work will be completed using mainly hand drawn or simpler 	<p>presented, with axis and all labels all present in the right place and used correctly. There is more accurate use of advanced mathematical skills and methods to present data, such as a choropleth map and advanced climate graphs showing both precipitation and temperature, all plotted correctly.</p> <ul style="list-style-type: none"> • Ordnance survey work will use 6 figure references throughout and will use the scale correctly. Distance can be calculated accurately and contour lines used to recognize • Accurate presentation with a range of methods used to enhance the work, both hand drawn and using relevant 	<p>skills will be used throughout, for example, mode, mean and median and other mathematical terms used correctly and appropriately. A wide range of maps and graphs can be created and used effectively, such as choropleth maps and cross sections. These can be created from Ordnance Survey maps with little explanation required.</p> <ul style="list-style-type: none"> • Ordnance survey maps are used appropriately with 6 figure references, use of scale to measure distance and plan routes, use of the key to identify landmarks and land use and use of contour lines to describe the
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		computer/tech methods will not be used/present.	computer presentation methods.	technology.	<p>landscape and explain WHY this is the case (evaluation)</p> <ul style="list-style-type: none"> • Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work following reflection or feedback. • Very accurate presentation neat and precise, using a range of methods from hand drawn to computer generated.
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