

# Year 8: Assessment statements

## Subject: Geography



	Curriculum strand 1 – Locate like a Geographer	Curriculum strand 2 – Think like a Geographer	Curriculum strand 3 – Act like a Geographer
<p><b>Excellence</b></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Have good locational knowledge of a wide range of places, environments and features at various scales, from local to global, and in different parts of the world.</li> <li>- Use of maps, atlases, globes, and digital / computer mapping when locating the UK, Europe, North America, South America, Africa, Russia, Asia, and the Middle East.</li> <li>- Use sixteen-point compass directions when describing the location of features on a map.</li> <li>- Use number / letter grid references to specify position on maps when using Atlas.</li> <li>- Name and locate large scale features (continents and oceans) on world maps and atlases and globes independently and referring to the significance of global features, e.g., latitude, longitude, Equator, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Give detailed reasons to explain features &amp; patterns, using geographical vocabulary, diagrams, and maps.</li> <li>- Give detailed reasons to explain the similarities &amp; differences between places and how these change over time.</li> <li>- Give in depth reasons to explain why places and geographical features change over time.</li> <li>- Recognise inter-relationships between people and environments are affected by events in other places.</li> <li>- Give reasons to explain solutions to geographical issues.</li> <li>- Recognise the range of views people hold about issues.</li> <li>- Make links in your knowledge and understanding and use these links to analyse the features of places, using your knowledge of a wide range of locations.</li> <li>- Analyse geographical patterns at a range of scales.</li> <li>- Explain links between processes.</li> <li>- Make links between topics.</li> <li>- Explain how people and environments are affected by events in other places.</li> <li>- Explain the changes that result from decisions.</li> </ul>	<ul style="list-style-type: none"> <li>- Establish a suitable hypothesis for an enquiry and collect primary data independently.</li> <li>- Locate places and features on atlas maps using latitude and longitude measured in degrees.</li> <li>- Use the sixteen points of a compass to give directions on a map accurately.</li> <li>- Select and use accurately a wide range of geographical skills.</li> <li>- Critical assess data and explain anomalies using data manipulation to support answer.</li> <li>- Draw accurate maps using appropriate scale from measurements made during fieldwork.</li> <li>- Calculate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers) to analyse geographical data.</li> <li>- Present your findings in a clear way using appropriate methods and vocabulary and reach conclusions including a SWOT analysis.</li> </ul>
<p><b>Secure</b></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Recognise the physical and human features of places in a range of locations.</li> <li>- Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns at a range of scales.</li> <li>- Be able to identify and locate a range of countries and significant geographical features in the UK, Europe and North and South America as well as Asia using 16-point compass points with some accuracy.</li> <li>- Know the position and significance of some global features, e.g., latitude, longitude, Equator, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Produce structured informed responses that involve selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly.</li> <li>- Explain how geographical processes produce the different features of places.</li> <li>- Explain some detailed reasons for the similarities and differences between places.</li> <li>- Identify some reasons why places / features / patterns changeover time.</li> <li>- Explain how changes affect the lives and activities of various stakeholders.</li> <li>- Be able to explain some of the links between people, places, and environments.</li> <li>- Suggest valid reasoned solutions to geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest suitable hypothesis for an enquiry and collect primary data with support.</li> <li>- Use the scale bar on a map to measure both straight and winding distances.</li> <li>- Use six-figure grid references to specify position on maps of different scales including Ordnance Survey maps.</li> <li>- Use symbols and keys on maps and Ordnance Survey maps to identify features and describe places.</li> <li>- Draw sketch maps of places and routes that are accurate in terms of scale and direction and that use appropriate symbols.</li> <li>- Select a range of skills and sources of evidence and use them effectively.</li> <li>- Analyse data and explain anomalies using data manipulation to support answer.</li> <li>- Present your findings in a clear way using appropriate methods and vocabulary and reach conclusions.</li> </ul>

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<p><b>Developing</b></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Be able to identify and locate all the home countries, capital cities and surrounding seas. Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of Europe, North America, South America, and Asia.</li> <li>- Begin to introduce 8-point compass directions into their responses with some accuracy.</li> <li>- Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas).</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the geographical patterns of places &amp; features in words, diagrams &amp; maps using subject-specific vocabulary.</li> <li>- Compare places and / or geographical features.</li> <li>- Describe how places change over time.</li> <li>- Identify some links between people and environments and suggest simple solutions to solve geographical issues.</li> <li>- Offer reasons for own views and judgements about places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>- Record data and information using simple fieldwork and observational skills to count objects (e.g., cars, houses, etc.).</li> <li>- Use a scale bar to draw and measure straight line distances on a map.</li> <li>- Use four grid references to specify position on maps of different scales including Ordnance Survey maps.</li> <li>- Present geographical information and data using bar charts and tables choosing the most appropriate way to do so.</li> <li>- Analyse data with guidance and identify anomalies.</li> <li>- Suggest possible conclusions.</li> </ul>
<p><b>Foundation</b></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Use simple compass directions (N, S, E &amp; W) and locational and directional language (e.g., near &amp; far, left &amp; right) to describe the location of features on a map.</li> <li>- Name and locate large scale features (continents and oceans) on world maps and simple atlases and globes.</li> <li>- Name and locate some countries, capital cities and seas, e.g., of the UK (i.e., England, Scotland, Wales, and Northern Ireland) on maps and globes as well as in Europe, Americas, and Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the importance of where places are in the world.</li> <li>- Recognise that physical and human processes can change places and people.</li> <li>- Use basic geographical vocabulary to describe places or human and physical geographical features, e.g., hill, river, street, shop, town.</li> <li>- Identify simple and broad geographical patterns, e.g., seasonal, and daily weather patterns, and hot and cold areas from pole to pole Identify whether places / features are changing Express views about places and recognise the impact of <b>people's actions on these</b>.</li> <li>- Recognise simple geographical processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Estimate relative distances using terms such as nearer than and further away.</li> <li>- Undertake directed activities in a fieldwork enquiry.</li> <li>- Record data and information using simple fieldwork and observational skills to count objects (e.g., cars, houses, etc.).</li> <li>- Use aerial photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map.</li> <li>- Use a range of geographical skills to help investigate places and environments.</li> <li>- Interpret and compare geographical information and data in simple pictograms, tally charts, block diagrams and simple tables.</li> </ul>