

	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 extensive 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 including countries, continents, and regions e.g., the Middle East, Polar regions etc.</li> <li>- Independent use of maps, atlases, globes, and digital / computer mapping when locating case studies.</li> <li>- Use sixteen-point compass directions when describing the location as well as the human and physical 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 such as continents, ocean, mountain ranges etc. on world maps and atlases and globes independently and referring to the influence of global features, e.g., latitude, longitude, Equator, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use geographical terms and concepts in increasingly sophisticated ways; write accurately, fluently, effectively and at length; summarising and organising material, and supporting ideas and arguments with any necessary factual detail.</li> <li>- Explain and assess the key processes for a range of physical and human topics, using detailed place-based exemplars at a variety of scales.</li> <li>- Describe and explain how human and physical processes interact to influence and change landscapes in relation to topics e.g., glaciation and tectonics.</li> <li>- Explain various ways in which places are linked.</li> <li>- Evaluate solutions to geographical issues.</li> <li>- Analyse changes in the features of places over time using your knowledge and understanding of a wide range of locations.</li> <li>- Analyse links between processes and patterns to show how those links create diversity, interdependence, and change.</li> <li>- Assess causes, effects and management strategies <b>considering stakeholders' opinions</b>. Discuss the impact of decisions.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate places and features on atlas maps using latitude and longitude measured in degrees.</li> <li>- Know when it is appropriate to use measures of central tendency (mean, mode, median) to analyse geographical data, and interpret the information in a geographical context.</li> <li>- Construct and interpret appropriate tables, charts, and diagrams and describe the relationships observed.</li> <li>- Establish a suitable hypothesis for an enquiry including sub questions.</li> <li>- Use a wide range of appropriate skills effectively and accurately.</li> <li>- Critically assess data and explain anomalies using data manipulation to support answer with reference to theory.</li> <li>- Present full and clearly argued summaries of your work and reach fully supported conclusions with an evaluation including limitations of data with suggested improvements and impact.</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>- Locate places and features on atlas maps using latitude and longitude measured in degrees.</li> <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 in particular Russia and the Middle East.</li> </ul>	<ul style="list-style-type: none"> <li>- Recall, select, organise, and communicate geographical information supported by reference to some of the sources used, to produce structured work, making appropriate use of geographical terms.</li> <li>- Explain features &amp; patterns, using geographical vocabulary, diagrams, and maps.</li> <li>- Explain the similarities &amp; differences between places.</li> <li>- Explain why places and geographical features change over time.</li> <li>- Explain links between people, places &amp; environments.</li> <li>- Explain solutions to geographical issues.</li> <li>- Recognise the range of views people hold about issues.</li> <li>- Make synoptic links between topics.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the sixteen points of a compass to give and follow directions on a map.</li> <li>- Describe patterns shown on a map, e.g., distribution of villages &amp; towns, site of shopping centres etc.</li> <li>- Use maps of the same area at different scales and with different purposes to identify information that can be discovered by using the maps together. Use Geographical Information Systems to view and describe places.</li> <li>- Establish a suitable hypothesis for an enquiry.</li> <li>- Select and use accurately a wide range of geographical skills.</li> <li>- Assess 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 including a SWOT analysis.</li> </ul>

# Year 9: Assessment statements

## Subject: Geography



<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>- Recognise the physical and human features of places in a range of locations.</li> <li>- Identify geographical processes 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 including Russia and the Middle East. Know the position and significance of some global features, e.g., latitude, longitude, Equator.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the physical and human features of places in a range of locations.</li> <li>- Explain how geographical processes produce the different features of places.</li> <li>- Describe and compare sustainable and other approaches to managing environments.</li> <li>- Produce structured informed responses that involve thoughtful selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly, with ideas linked across paragraphs.</li> <li>- Explain some detailed reasons for the similarities and differences between places, reasons why places / features / patterns change and how changes can affect the quality of life for the people involved.</li> <li>- Suggest valid reasoned solutions to geographical issues.</li> <li>- Offer reasons for own views &amp; recognise that other people may hold different views.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the scale bar on a map to measure winding distances.</li> <li>- Use six-figure grid references to specify position on maps of different scales including Ordnance Survey maps. Identify lines of latitude, longitude and the Northern and Southern Hemispheres.</li> <li>- Use maps, atlases, globes, and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics.</li> <li>- Use the eight points of a compass.</li> <li>- Suggest appropriate routes to enquiry.</li> <li>- Select a range of skills and sources of evidence and use them effectively.</li> <li>- Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>- Know when it is appropriate to find the mean as an average of geographical data, calculate it and interpret it.</li> <li>- Begin to assess causes and effects</li> <li>- Present your findings in a clear way using appropriate methods and vocabulary and reach 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>- Be able to identify and locate all the home countries, capital cities and surrounding seas and identify and locate EU countries, Americas, Asia as well as Russia and the Middle East.</li> <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> </ul>	<ul style="list-style-type: none"> <li>- Compare places and / or geographical features in relation to the topics Glaciation and Tectonics etc.</li> <li>- Describe how places change.</li> <li>- Suggest simple solutions to solve geographical issues.</li> <li>- Offer reasons for own views and judgements about places and environments.</li> <li>- Relate features of places to where they are in the world.</li> <li>- Understand some ways that human activities cause environments to change and how these can be managed.</li> <li>- Offer reasons for your own views about environmental change and recognise that other people may have different views.</li> <li>- Use and define appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Present geographical information and data using bar charts, pictograms and tables choosing the most appropriate way to do so.</li> <li>- Interpret and compare geographical information and data.</li> <li>- Analyse data and identify anomalies.</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>- Use the contents and index pages of atlases to look up places.</li> </ul>