

<b>Geography Year 7</b>	<b>Emerging</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<b>Application of geographical skills</b>	<p>Some attempts to use basic geographical terms. Can identify 4-point compass directions, use of 4 figure grid references with guidance.</p> <p>Can use the map key with direction.</p> <p>Can use an atlas to locate the continents.</p> <p>Can draw simple graphs/charts with some inaccuracies</p>	<p>Some use of basic geographical words.</p> <p>Can identify 8-point compass directions, independent use of 4 figure grid references.</p> <p>Beginning to use 6 figure grid references with guidance.</p> <p>Uses the map key to identify significant features.</p> <p>Can use an atlas with support to locate countries and describe basic location</p> <p>Can draw and interpret simple graphs/charts independently.</p>	<p>Beginning to master moderately difficult skills. -</p> <p>Uses a broader range of geographical words.</p> <p>Can use 4 figure and 6 figure grid references independently.</p> <p>Begins to use other map skills such as measuring straight line and curved line distances but these lack accuracy.</p> <p>Can with guidance use an atlas to locate countries and give detailed explanation of location which may include latitude and longitude.</p> <p>Can draw and interpret moderately complicated graphs and charts with guidance or some inaccuracies.</p>	<p>Regular use of a range of appropriate geographical words.</p> <p>Can use 4 figure and 6 figure grid references independently.</p> <p>Can use other map skills such as measuring straight line and curved line distances with accuracy. May begin to use most complex map skills such as using contours to work out relief with limited accuracy or with guidance.</p> <p>Can with guidance use the atlas to investigate physical and human geography of a country.</p> <p>Can draw and interpret moderately complicated graphs and charts accurately and independently.</p>
<b>Contextual knowledge of locations and places</b>	<p>Recall of basic or generalised geographical facts and information about places, environments, concepts and locations.</p> <p>Basic awareness of human interactions with the world.</p>	<p>Recall of numerous geographical facts and information about places, environments, concepts and locations at 2 or more scales.</p>	<p>Recall of a wider range of geographical facts and information about places, environments, concepts and locations at a range of scales.</p>	<p>Accurate recall of geographical facts and information about places, environments, concepts and locations at an increasingly broad range of scales.</p>

		General awareness of human interactions with the world we live in.	Good knowledge of human interactions with the physical world.	Strong knowledge and understanding of human interactions with and use of the physical world.
<b>Competence in geographical enquiry</b>	Can ask a basic question about a place or feature with guidance. Starts to use maps or pictures to describe what is there, but explanations are limited or missing.	Asks a simple geographical question and begins to find and use basic information to answer it. Can describe what they see and start to explain why things happen.	Chooses a simple geographical question and uses maps, data or pictures to help answer it. Can describe patterns and give simple reasons using evidence.	Can choose a good question to explore and use a range of information to support their answer. Gives clear reasons and starts to explain how things are connected.
<b>Understanding of the physical geography of the world around us</b>	Limited knowledge of physical landscapes and basic understanding of some processes	General knowledge of physical landforms and processes.	Good knowledge and understanding of physical landforms and processes.	Strong Knowledge and understanding of physical landforms and how they have been created.
<b>Understanding of the human geography of the world around us</b>	Can identify basic links between the human and physical world	Can identify and describe one or two links between the physical and human world.	Explains some ways that human activities cause environments to change	Detailed explanation of the ways in which human activities cause environments to change both positively and negatively.
<b>Geographical communication</b>	Descriptions are very basic. - No PEE evident in explanations. Answers make comments which begin to address the question, but they are not developed	Descriptions are clear but lack detail. -Inconsistent and limited use of PEE in explanations. Evidence provided in parts but no meaningful explanation.	Descriptions are detailed and accurate. -Structured use of paragraphing and PEE with guidance. Some evidence and explanation provided but not fully developed.	Increasingly effective use of paragraphing and PEE independently. Explanations are reasonably well developed.

<b>Geography Year 8</b>	<b>Emerging</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<b>Application of geographical skills</b>	<p>Can identify 8-point compass directions, use of 4 figure grid references.</p> <p>Uses the map key to identify significant features.</p> <p>Can use an atlas with support to locate countries and describe basic location</p> <p>Can draw and interpret simple graphs/charts.</p>	<p>Can use 4 figure and 6 figure grid references independently.</p> <p>Can use other basic map skills such as measuring straight line and curved line distances.</p> <p>Can use an atlas to locate countries and give simple explanation of location which may include latitude and longitude.</p> <p>Can draw and interpret complicated graphs and charts.</p>	<p>Can use 4 figure and 6 figure grid references independently.</p> <p>Can use other map skills such as measuring straight line and curved line distances with accuracy. Can use more complex map skills such as using contours to work out relief with limited accuracy or with guidance.</p> <p>Can use the atlas to investigate physical and human geography of a country.</p> <p>Can confidently draw and interpret complicated graphs and charts.</p>	<p>Can confidently use full range of map skills.</p> <p>Can use the atlas independently to investigate physical and human geography of a country.</p> <p>Can confidently draw and interpret advanced graphs and charts.</p>
<b>Contextual knowledge of locations and places</b>	<p>Recall of 2-3 geographical facts and information about places, environments, concepts and locations.</p> <p>Can identify and describe one or two links between the physical and human world.</p>	<p>Recall of a wider range of geographical facts and information about places, environments, concepts and locations.</p> <p>Good knowledge of human interactions with the physical world.</p>	<p>Accurate recall of geographical facts and information about places, environments, concepts and locations.</p> <p>Strong knowledge and understanding of human interactions with and use of the physical world.</p>	<p>Detailed recall of a range of facts and geographical knowledge about places, environments, concepts and locations.</p> <p>Secure knowledge and understanding of human interactions with and use of the physical world.</p>

<b>Competence in geographical enquiry</b>	Can ask simple geographical questions with help. Starts to use maps or data to describe what is happening but struggles to explain why. Conclusions are short and not well supported.	Identifies a straightforward geographical question and begins to use data to answer it. Can describe patterns and offer basic explanations.	Can choose a suitable geographical question and use a range of information (e.g., maps, graphs, facts) to explain patterns. Draws simple conclusions with evidence and explanation.	Independently chooses good questions to investigate and uses a range of evidence confidently. Explains patterns clearly and can evaluate the evidence.
<b>Understanding of the physical geography of the world around us</b>	Basic knowledge of physical landforms and processes.	Good knowledge and understanding of physical landforms and processes.	Secure knowledge and understanding of physical landforms and how they have been created.	Strong knowledge and understanding of physical environments and some physical processes which have led to the formation of physical features.
<b>Understanding of the human geography of the world around us</b>	General awareness of human interactions with the world we live in.	Explains one-two ways that human activities cause environments to change.	Clear understanding of the ways in which human activities cause environments to change both positively and negatively.	Detailed understanding of the ways in which human activities cause environments to change both positively and negatively.
<b>Geographical communication</b>	Descriptions are basic. Can use of basic geographical words.	Descriptions are detailed. Uses a broader range of geographical words.	Increasingly effective use of paragraphing and PEE independently. Regular use of a range of appropriate geographical words.	Explanations are well developed. Effective use of paragraphing and PEE. Effectively uses a wide range of appropriate geographical words.

<b>Geography Year 9</b>	<b>Emerging</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<b>Application of geographical skills</b>	<p>Can use 4 figure and 6 figure grid references securely.</p> <p>Can use other map skills such as measuring straight line and curved line distances.</p> <p>Can use an atlas to locate countries and give detailed explanation of location which may include latitude and longitude.</p> <p>Draw and interpret complex graphs and charts.</p>	<p>Can use 4 figure and 6 figure grid references independently confidently.</p> <p>Can use other map skills such as measuring straight line and curved line distances with accuracy.</p> <p>Can use most complex map skills such as using contours to work out relief.</p> <p>Can use the atlas to investigate physical and human geography of a country.</p> <p>Draw and interpret moderately complicated graphs and charts.</p>	<p>Can use full range of map skills with accuracy.</p> <p>Can use the atlas independently to investigate physical and human geography of a country.</p> <p>Draw and interpret complicated graphs and charts.</p>	<p>Can use the atlas independently to investigate physical and human geography of a country and can use this information to compare different countries.</p> <p>Draw and interpret complicated graphs and charts.</p> <p>Can use full range of map skills and can apply these skills to different surroundings to analyse human and physical landscapes.</p>
<b>Contextual knowledge of locations and places</b>	<p>Recall of a wider range of geographical facts and information about places, environments, concepts and locations at a range of scales.</p> <p>Good knowledge of human interactions with the physical world.</p>	<p>Accurate recall of geographical facts and information about places, environments, concepts and locations.</p> <p>Strong knowledge and understanding of human interactions with and use of the physical world.</p>	<p>Detailed recall of a range of facts and geographical knowledge about places, environments, concepts and locations.</p> <p>Secure knowledge and understanding of human interactions with and use of the physical world.</p>	<p>Detailed and accurate recall of a full range of facts and geographical knowledge about places, environments, concepts and locations.</p> <p>Analyses how the interaction between people and environments may result in complex and unintended changes.</p>

<b>Competence in geographical enquiry</b>	Identifies basic geographical questions with support. Can select basic data (e.g., development indicators or climate data). Descriptions and conclusions are basic.	Can identify a clear geographical question and begin to select relevant sources. Uses data to describe patterns or trends with basic reasoning. Can suggest simple links between causes and effects.	Independently identifies appropriate geographical questions. Selects a range of secondary data sources and interprets them to explain geographical patterns. Uses evidence to support conclusions, showing understanding of both physical and human processes.	Formulates thoughtful geographical questions that explore complex interactions. Selects and critically analyses a wide range of evidence (e.g., thematic maps, graphs, statistics). Reaches conclusions and evaluates the reliability or limitations of sources.
<b>Understanding of the physical geography of the world around us</b>	Good knowledge and understanding of physical landforms and processes.	Strong knowledge and understanding of physical landforms and how they have been created.	Secure knowledge and understanding of physical environments and some physical processes which have led to the formation of physical features.	Excellent knowledge and understanding of physical environments and how physical processes have led to the formation of physical features.
<b>Understanding of the human geography of the world around us</b>	Explains some ways that human activities cause environments to change.	Secure understanding of the ways in which human activities cause environments to change both positively and negatively.	Detailed understanding of the ways in which human activities cause environments to change both positively and negatively.	Excellent applied knowledge and understanding of human interactions with and use of the physical world.
<b>Geographical communication</b>	Descriptions are detailed and accurate. Structured use of paragraphing and PEE. Basic evidence and explanation provided. Uses a broader range of geographical words.	Increasingly effective use of paragraphing and PEE. Explanations are developed. Regular use of a range of appropriate geographical words.	Effective use of paragraphing and PEE. Explanations are well developed. Effectively uses a wide range of appropriate geographical words.	Consistent use of paragraphing and PEE with well-developed explanations which are always linked back to the question. Consistently uses a wide range of appropriate and complex geographical words.