



Academic Achievement: Rating Descriptors

Subject: Geography

Year: 8

In general, based on progress shown so far, we expect that **by the end of this academic year** your child will...

<p>1</p> <p>Above the expected standard</p>	<p>...have excellent knowledge relating to a wide range of places at different scales. They have excellent knowledge of a range of environmental features. They can link ideas about places in the UK and the rest of the world. They can use case studies in their answers (including independently researched examples) to support their points/arguments and successfully analyse them.</p> <p>They have excellent knowledge and deep understanding of different fantastic places, what makes them fantastic and how they should be looked after; a board range of weather, how it is measured and how it differs to climate and the challenges of climate change; the many physical and human differences between Africa and Australia; the detailed processes of coastal zones and the implications of sea level rise; the interactions between humans and the environment and the impact of our use of plastic. They will be able to form detailed links between these differing topics and those learnt in year 7.</p>	<p>...show good use of the 7 key skills in Geography</p> <ul style="list-style-type: none"> • Map skills • Fieldwork • Decision making • Graphs • Interpretations • GIS • Presentation & Debate <p>They can suggest their own weather fieldwork questions and only need limited guidance on the sequence of investigation. They select and use a wide range of skills and sources and collect their own data. They present their results and analyse their investigations. They suggest conclusions to their investigations and start to evaluate their investigation. They have a developing understanding of stimulus and use clear description and developed explanations in their work. They are able to construct more difficult graphs such as climate graphs and have the ability to interpret them. They can use a wide range of appropriate keywords and use PEEL to structure their answers. Limited SPAG mistakes. They can make well informed and justified decisions based on a wide range of resources. They communicate findings clearly and draw well supported conclusions.</p>
<p>2</p> <p>Meeting the expected standard</p>	<p>...have a detailed knowledge and understanding of places throughout the UK and the world. They understand that the physical environment affects how humans interact with the land. They can name and explain the formation of a range of environmental features in a logical sequence. They can make some links about places in the UK and the rest of the world. They start to use case study examples effectively to support questions.</p> <p>They have good knowledge and clear understanding of different fantastic places, what makes them fantastic and how they should be looked after; a board range of weather, how it is measured and how it differs to climate and the challenges of climate change; the many physical and human differences between Africa and Australia; the detailed processes of coastal zones and the implications of sea level rise; the interactions between humans and the environment and the impact of our use of plastic. They will be able to form good links between these differing topics and those learnt in year 7.</p>	<p>... show secure use of the 7 key skills in Geography</p> <ul style="list-style-type: none"> • Map skills • Fieldwork • Decision making • Graphs • Interpretations • GIS • Presentation & Debate <p>They can follow and carry out a geographical investigation e.g. weather. They present their findings in a clear way using a range of appropriate methods. They can analyse different primary and secondary sources and use a wide range of map skills accurately. They have a clearer understanding of stimulus and give clear description and more developed explanations. They are able to construct more difficult graphs such as climate graphs. They can make well informed and justified decisions based on a range of resources. They can use a wide range of appropriate keywords and use PEE to structure their answers. They have minimal SPAG mistakes.</p>
<p>3</p> <p>Working towards the expected standard</p>	<p>...have a good knowledge of places in the UK and elsewhere in the world. They can explain the physical and human geography of places. They can describe similarities and differences between places and compare them. They can name and explain some environmental features e.g. cliff, arch, bay. They start to use case study examples to support their explanations.</p> <p>They have some knowledge and an understanding of different fantastic places, what makes them fantastic and how they should be looked after; a board range of weather, how it is measured and how it differs to climate and the challenges of climate change; the many physical and human differences between Africa and Australia; the detailed processes of coastal zones and the implications of sea level rise; the interactions between humans and the environment and the impact of our use of plastic. They will be able to form links between these differing topics and those learnt in year 7.</p>	<p>...show developing use of the 7 key skills in Geography</p> <ul style="list-style-type: none"> • Map skills • Fieldwork • Decision making • Graphs • Interpretations • GIS • Presentation & Debate <p>They will start to use case study examples to support questions. They begin to ask relevant geographical questions. They can carry out investigations using a range of geographical skills e.g. collect data, present data using graphs, analyse it and draw conclusions. They can interpret and start to analyse a range of primary and secondary sources of information and use a range of map skills e.g 6 figure grid refs. They can understand more of the stimulus and description is clear and some explanation exists using knowledge. The construction of basic graphs is accurate. They can make well informed and explained decisions based on a range of resources. They can use a range of appropriate keywords and begin to structure their answers using PEE.</p>

<p style="text-align: center;">4</p> <p>Below the expected standard</p>	<p>...have a basic knowledge of places in the UK and elsewhere in the world. They will start to describe the physical and human geography of places and describe similarities and differences between places e.g. poor/rich. They will recognise a range of physical features and describe them e.g. cave, stack, arch and begin to explain their formation. Students may refer to case studies to illustrate their points e.g. Dorset.</p> <p>They have limited knowledge and basic understanding of different fantastic places, what makes them fantastic and how they should be looked after; a board range of weather, how it is measured and how it differs to climate and the challenges of climate change; the many physical and human differences between Africa and Australia; the detailed processes of coastal zones and the implications of sea level rise; the interactions between humans and the environment and the impact of our use of plastic.</p>	<p>...show basic use of the 7 key skills in Geography</p> <ul style="list-style-type: none"> • Map skills • Fieldwork • Decision making • Graphs • Interpretations • GIS • Presentation & Debate <p>They are able to refer to case study examples to illustrate their points. They can carry out investigations using some geographical skills e.g. take water measurements, explain how they collected the data and what they found out. They use primary and secondary sources of information including a variety of maps and graphs and use geographical skills e.g. 4/6 fig grid ref, longitude and latitude. They have a clear understanding of stimulus and can construct simple graphs such as line and bar graphs. They can make informed decisions based on a small range of resources. They can answer geographical questions and include some key words in their answers.</p>
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