



Academic Achievement: Rating Descriptors

Subject: Geography

Year: 9

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 extensive knowledge relating to a wide range of places, at a range of scales. They use their knowledge and understanding to analyse the human and physical characteristics of places. They can explain changes that occur over time and how they affect other places. They can use case study (including independently researched case study) examples to support their points or arguments and successfully assess and evaluate them.</p> <p>Students accurately use Geographical terminology and have a strong understanding of geographical concepts in familiar and unfamiliar contexts. Clear and deeply developed understanding of sustainability and the longer term.</p> <p>They have excellent knowledge and deep understanding of sustainability in a broad range of contexts; of the processes and features of glaciation, using located examples; can apply their knowledge to a range of situations and analyse the impact humans are having upon the world.</p> <p>These students will be able to form detailed links between these differing topics and those learnt in years 7 and 8.</p>	<p>...show excellent 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 completely independent in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills and sources, using them effectively and accurately. They evaluate sources of evidence critically before using them in their investigations. They present full and clearly argued summaries of their investigations. They are able to reach valid conclusions. Students can interpret the stimulus and develop understanding and apply knowledge with rigour to stimulus. They can construct more complex skills, cartographic – dot maps. Strong ability to interpret data, make valid conclusions and offer more justified evaluation and can think about the impact this has on the data They can use a wide range of appropriate keywords and use PEEL to structure their answers.</p>
<p>2</p> <p>Meeting the expected standard</p>	<p>...have excellent knowledge relating to a wide range of places at different scales, including LIC, NEEs and HICs. They have excellent knowledge of a range of physical features, including location and can explain formation using sequencing. They can link ideas about places in the UK and the rest of the world e.g. trading links, (interconnectedness). They can use case studies in their answers (including independently researched examples) and successfully analyse them.</p> <p>They have good knowledge and clear understanding of sustainability in a broad range of contexts; of the processes and features of glaciation, using located examples; can apply their knowledge to a range of situations and analyse the impact humans are having upon the world.</p> <p>These students will be able to form good links between these differing topics and those learnt in years 7 and 8.</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 human and physical 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>3</p> <p>Working towards the expected standard</p>	<p>They have some 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 physical features in a logical sequence e.g. glaciers. 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 some knowledge and an understanding of sustainability in a broad range of contexts; of the processes and features of glaciation, using located examples; can apply their knowledge to a range of situations and analyse the impact humans are having upon the world.</p> <p>These students will be able to form links between these differing topics and those learnt in years 7 and 8.</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 follow and carry out a geographical investigation. 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>4</p> <p>Below the expected standard</p>	<p>They have a basic knowledge of places in the UK and elsewhere in the world. Students start to describe the physical and human geography of places and describe similarities and differences between places e.g. poor/rich. Students can 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 sustainability in a broad range of contexts; of the processes and features of glaciation, using located examples; can apply their knowledge to a range of situations and analyse the impact humans are having upon the world.</p> <p>These students will be able to form basic links between these differing topics and those learnt in years 7 and 8.</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 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>
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