

<b>Focus area</b>	<b><i>Emerging – a student who has emerging skills in the Y8 Geography curriculum will be able to:</i></b>	<b><i>Developing – a student who has developing skills in the Y8 Geography curriculum will be able to:</i></b>	<b><i>Secure – a student who has secure skills in the Y8 Geography curriculum will be able to:</i></b>	<b><i>Mastered – a student who has mastered the skills in the Y8 Geography curriculum will be able to:</i></b>
<b>Knowledge and Understanding of Places</b>	<p>Know the difference between human and physical geography</p> <p>Know the difference between continents and countries.</p> <p>Some knowledge of places at a global scale.</p>	<p>Name and locate the seven continents and the main oceans.</p> <p>Clear knowledge of places at a global scale, including some physical and human features.</p> <p>Know the basic characteristics of the UK, Isle of Man.</p> <p>Identify lines of latitude and longitude, equator.</p>	<p>Identify and locate all the countries of the UK, capital cities and surrounding sea.</p> <p>Good knowledge of places at a global scale, including physical and human features.</p> <p>On a world map be able to locate some key rivers and mountains.</p> <p>Locate key lines of longitude – Greenwich meridian.</p>	<p>Identify and locate a range of a countries, key cities and physical features on a world map.</p> <p>Detailed knowledge on places at a global scale, including physical and human features.</p> <p>Use latitude and longitude to identify the position of key features.</p>
<b>Geographical understanding</b>	<p>Some understanding of human and physical processes which lead to change in geographical locations with reasons. Some understanding of places which are linked due to issues, and the impacts on people and the environment.</p>	<p>Clear understanding of the human and physical conditions and processes which lead to change in geographical locations with reasons. Clear understanding of the places which linked due to issues, and the impacts on people and the environment.</p>	<p>Good understanding of human and physical conditions and processes which lead to to the change in geographical locations with reasons. Good understanding of the places which are linked due to issues, and the impacts of people and the environment.</p>	<p>Detailed understanding of human and physical conditions and processes which lead to the change in geographical locations with reasons. Detailed understanding of places which are linked due to issues, and the impacts on people and the environment.</p>

<p><b>Geographical Skills and enquiry</b></p>	<p>Identify using a key, symbols and places on an OS map.</p> <p>Construct simple graphs using geographical information e.g. a bar graph. Use simple terms to describe graphs, e.g. wettest, driest.</p> <p>Develops and discusses various stakeholder opinions, and can link them to a limited number of geographical issues and problems.</p>	<p>Start to be able to use four figure grid references on an OS map. Use simple compass directions (N, S, E and W).</p> <p>Recognise a contour line and different ways of measuring height on a map.</p> <p>Present data using bar charts, line graphs.</p> <p>Make simple interpretations from the data using the graphs.</p> <p>Develops and discusses various stakeholder opinions, and can link them to some geographical issues and problems.</p>	<p>Accurately use four figure grid references. Use the eight points of a compass (N, S, E, W, NW, SW, NE and SE).</p> <p>Use scale on a map to measure straight line distances.</p> <p>Start to construct contour maps/or models</p> <p>Present and start making interpretations of geographical information and data using line graphs and bar charts.</p> <p>Develops and discusses various stakeholder opinions, and can link them to a range of geographical issues and problems.</p>	<p>Confidently use six figure grid references to specify key features on maps of different scale. Use the sixteen points of a compass on a map, e.g. (SSE).</p> <p>Use the scale line to measure distances.</p> <p>Complete, read and interpret geographical information presented in tables.</p> <p>Develops and discusses various stakeholder opinions, and can link them to a wide range of geographical issues and problems.</p>
<p><b>Geographical vocabulary</b></p>	<p>Limited accuracy of spelling, punctuation and grammar.</p> <p>Uses limited geographical words appropriately.</p>	<p>Reasonable accuracy of spelling, punctuation and grammar.</p> <p>Uses some geographical words appropriately.</p>	<p>Considerable accuracy of spelling, punctuation and grammar.</p> <p>Use of good range of geographical words appropriately.</p>	<p>Consistent accuracy of spelling, punctuation and grammar.</p> <p>Using a wide range of geographical words appropriately.</p>

<b>Focus area</b>	<b>Emerging</b> – a student who has emerging skills in the Y9 Geography curriculum will be able to:	<b>Developing</b> – a student who has developing skills in the Y9 Geography curriculum will be able to:	<b>Secure</b> – a student who has secure skills in the Y9 Geography curriculum will be able to:	<b>Mastered</b> – a student who has mastered the skills in the Y9 Geography curriculum will be able to:
<b>Knowledge and Understanding of Places</b>	Extensive knowledge relating to a number of places, environments and features from a local to global scale	Extensive knowledge relating to a variety of places, environments and features from a local to global scale	Extensive knowledge relating to a range of places, environments and features from a local to global scale	Extensive knowledge relating to a wide range of places, environments and features from a local to global scale
<b>Geographical understanding</b>	Some understanding of how places are linked and the impact such links have on people and the environments.	Clear understanding of how places are linked and the impact such links have on people and the environments.	Good understanding of how places are linked and the impact such links have on people and the environments.	Detailed understanding of how places are linked and the impact such links have on people and the environments.
<b>Geographical Skills and enquiry</b>	Begins to make judgements about geographical questions and issues. Develops an understanding of a view linked to a number of geographical questions, issues and problems	Makes judgements about geographical questions and issues.  Develops and discusses various points of view linked to a number of geographical questions, issues and problems	Uses data to help investigate, interpret and draw conclusions about geographical questions and issues.  Develops and discusses various points of view linked to a number of geographical questions, issues and problems	Uses data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems  Develops and discusses various points of view linked to a number of geographical questions, issues and problems
<b>Geographical vocabulary</b>	To be able to communicate knowledge clearly using paragraphs organising your ideas and spelling most key words accurately.	To produce a structured report using mini headings and showing thoughtful selection and organisation of material. Good use of key geographical terms which are spelt correctly.	Recall, select and communicate geographical information. Some information has been researched and sources have been referenced. Good	Write accurately, fluently and effectively. at length. Summarise and organise material. Support key ideas and arguments with factual detail. Draw

			accurate use of key geographical terms has been used throughout.	conclusions summarising findings.
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