

LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: Geography

National Curriculum Criteria	Locational and Place knowledge:- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.	Human and Physical Geography:- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ♣ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts ♣ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources ♣ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	Geographical Skills and Fieldwork:- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information	Literacy Skills ♣ read easily, fluently and with good understanding develop the habit of reading for information ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates
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Higher (Excelling)	Recall a comprehensive range of geographical facts about, environments, concepts and locations. Accurately identify and describe in rich detail similarities and differences and links between places. A comprehensive range of key terms and definitions are effectively deployed. An exceptional knowledge of geographical processes and landforms. - Consistently able to identify change and causation. Some ability to compare. Accurately identifying and ranking the positive and negative impacts of geographical decisions. Can comprehensively identify and distinguish between different geographical sources. - Can describe with accuracy when and how they can be used to enhance knowledge.	Exceptional understanding of the difference between human and physical geography and comprehensive range examples of each. Exceptional understanding of both human & physical environments, processes and characteristics. Comprehensively explains human processes with confidence and assesses human impact on a comprehensive variety of scales. Complex explanations of the potential impacts of human interactions with the world. Able to accurately describe & explain how landforms/environments are created using a range of specialist terms. Exceptional explanations developed into accurate chains of reasoning. Containing accurate use of expert language and geographical examples. Exceptional explanation of the many factors influencing decisions made about sustainable development and other approaches to managing places/environments. Accurately Understands and communicates the impacts that can occur on a comprehensive variety of scales and justifies in extensive chains of reasoning (with examples) how places are affected by actions and events elsewhere.	Uses an exceptional range of cartographic, graphical, numerical and statistical skills. Can accurately produce an investigation that follows the 6 stages of investigation. Selects a comprehensive range of resources and evidence, consistently identifying potential bias and anomalies. Present findings clearly and draws effective conclusions that are based on evidence. Accurately and consistently uses 6 figure grid references on an OS map, along with other map skills including relief, scale and distance. Recognise and be able to explain familiar and unfamiliar features on maps/photographs. Accurately makes the links between human and physical features. Accurately identifies links between prior learning and adapts knowledge to respond to unfamiliar tasks. Explains significant physical and human features and patterns on a range of maps at all scales. Make links between prior learning and be able to adapt effectively to unfamiliar situations	Exceptional ability to reading text with effective understanding of reading for information. Comprehensive use of key geographical vocabulary when talking and writing about geographical features and processes. Accurately and effective ability to write for a range of different purposes e.g. descriptive writing, explanations and balanced arguments.
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		Analyses how human actions may have consequences and that change can sometimes lead to conflict. Uses a comprehensive range of examples to analyse how the interaction between people and environments may result in complex and unintended changes. Understands the importance of conservation and sustainable development, relates to land-based studies with accuracy and confidence.		
Intermediate (Secure)	Recall a wide range of geographical facts about, environments, concepts and locations. Effectively identify and describe similarities and differences and links between places. A wide range of key terms and definitions are effectively deployed. A sound knowledge of geographical processes and landforms. - Effectively able to identify change and causation. Some ability to compare. Effective identification of the positive and negative impacts of geographical decisions. Can successfully identify and distinguish between different geographical sources. - Can describe when and how they can be used to enhance knowledge.	Sound understanding of the difference between human and physical geography and wide range examples of each. Sound understanding of human & physical landforms/characteristics. Effectively explains human impact and the human processes that occur on different scales and at different levels of development. Explanations are sound - including chains of reasoning are explicit and specialist terms used. Able to effectively describe & explain how landforms/environments are created using a range of specialist terms. Can effectively match landscapes with physical environments/ecosystems.	Uses a sound range of cartographic, graphical, numerical and statistical skills. Effectively produces an investigation that follows the 6 stages of investigation. Selects a wide range of resources and evidence, identifying potential bias and anomalies. Present findings clearly and bases conclusions on evidence. Effectively uses 6 figure grid references on an OS map, along with other map skills including relief, scale and distance. Recognise and be able to explain familiar and unfamiliar features on maps/photographs. Effectively makes the links between human and physical features. Effectively identifies the links between prior learning and adapts knowledge to respond to unfamiliar tasks.	Sound ability reading text with sound understanding of reading for information. Effectively uses key geographical vocabulary when talking and writing about geographical features and processes. Effectively writes for a range of different purposes e.g. descriptive writing, explanations and balanced arguments.

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Foundation (Developing)	Recall some basic geographical facts about, environments, concepts and locations. Begin to identify similarities and differences and links between places. Key terms and definitions are starting to be used at basic level. A basic knowledge of geographical processes and landforms. Starting to identify the positive and negative impacts of geographical decisions. Starting to identify and distinguish between different geographical sources.	Basic understanding of the difference between human and physical geography and small range of examples of each. Basic understanding of the formation of human and physical landscapes. Starting to form Geographical explanations. Straightforward comments with some reference to evidence. Simple explanations of how processes lead to landforms. Starting to match landscapes with physical environments/ecosystems. Also forming basic explanations. Can identify basic links between the human and physical world. Can describe one or two links between the physical and human world. Begin to identify and explain how people can both improve and sustain the environment. Start to recognise people will have different views about environmental issues. Begins to make links to land based studies. Sound explanation of the ways in which human activities cause physical environments to change both positively and negatively. Effectively Compares sustainable and other approaches to managing environments. Recognises and effectively explains how conflicting demands on the environment may arise. Able	Uses a limited range of basic cartographic, graphical, numerical and statistical skills. Starts to recognise features of an OS map, can tackle 4 figure grid references and begins to use 6 figures. Begins to understand and use other maps skills such as relief, scale and distance. Identifies familiar and unfamiliar features on maps/photographs. Identifies and describes geographical patterns and begins to recognise maps of different scales. With guidance, uses knowledge of familiar situations to respond to unfamiliar tasks.	Basic reading text with basic understanding of reading for information. Starts to use key geographical vocabulary when talking and writing about geographical features and processes. Begins to write for a range of different purposes e.g. descriptive writing, explanations and balanced arguments.
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		to explain in detail why there will be a conflict of interest. Effectively explains that different values and attitudes can result in different approaches to environmental interaction and change. Understands the importance of conservation and sustainable development and relates to land-based studies with precision and at a wide range of scales.		
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