

**Year 8 Geography**

	<b>Embarking</b>	<b>Emerging</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>Brief, simple descriptions of places and features. Little content. For example, a volcano may be mentioned but no description of where it is or why will be offered.</li> <li>Simple observations of patterns and processes. There will be no links made to processes that have created coastal landforms, no explanation of why volcanoes and earthquakes are located where they are or any links made between globalisation and the world we live in.</li> <li>Countries will not be able to be located accurately on a map to explain distribution or where places are.</li> <li>Some use of basic geographical vocabulary linked to the topics - volcano, beach, world etc. will be used, but simply.</li> <li>Demonstrates a superficial factual knowledge. There will be no accurate examples used with no specific points raised. Very general.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to describe places, features and processes but not in detail. For example, beaches are made by sand being pushed onto the coast, volcanoes and eruptions are linked to where plates meet and we have links to other parts of the world, but the detail is simple.</li> <li>Perhaps one, simple explanation give, such as beaches are created due to sand being pushed on by the waves, plates move apart and make a volcano and we have links to other people because transport is better.</li> <li>The student is beginning to use appropriate geographical vocabulary.</li> <li>Demonstrates an adequate factual knowledge. At least one coastal process is mentioned, such as erosion, a plate is identified from a map and China makes lots of clothes. These are simple statements but are factually accurate but not developed.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations, for example, beaches are formed from sand being pushed onto the beach by the waves, which are influenced by the wind direction, Plates in some areas are moved apart and magma will rise to create new land, transport costs are a lot cheaper, so we can get things made in other countries and sent to us.</li> <li>Satisfactory understanding but misinterpretations are common.</li> <li>A range of appropriate geographical vocabulary is used.</li> <li>A sound factual knowledge is demonstrated. Place names, a number of processes (such as erosion, transportation and deposition) and examples of goods produced and where they are produced will be used, but with limited explanation and no real evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions of features, places and processes are very detailed and more specific and increasingly detailed and explanations are offered. Conclusions are substantiated. Processes will be linked together well and accurately. Examples could be the waves push material onto the shoreline at the angle of the prevailing wind. This deposition builds up the beach. Plates will move apart and constructive boundaries and magma will rise to fill the gap, this creates new land, which is why it is a constructive margin. Goods can be manufactured in China and shipped to us in the UK due to cheaper transport costs and the use of container ships.</li> <li>Responses show a very good understanding; misinterpretations are less common. Initiative is shown in researching work.</li> <li>A wide range of geographical vocabulary is used.</li> <li>A broad factual knowledge is demonstrated, such as all of the erosion types (hydraulic action, abrasion etc.), names of boundaries and where they can be located and key globalisation words.</li> </ul>	<ul style="list-style-type: none"> <li>Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. There is strong use of analysis and evaluation throughout. Exemplification is detailed and use specific case study depth rather than just examples. An example would include: Coastal systems are changing due to the key processes of erosion, transportation and deposition. Geology erodes and supplies sediment to the sea/ocean. This sediment is pushed onto the beach via swash, at a 45 degree angle, which is influenced by the direction of the prevailing winds.</li> <li>A great deal of initiative is shown in researching work, often drawing on resources that would be accessed at a later key stage. These will be referenced and used accurately.</li> <li>Responses show a deeper understanding; very few, if any, misinterpretations.</li> <li>Extensive use of geographical vocabulary.</li> <li>An extensive factual knowledge is demonstrated which uses key terms, specific facts, dates and data.</li> <li>Generally, as a comparative measure, the work will read as a grade 7+ GCSE response.</li> </ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use of simple skills - students can use a basic chart/graph and plot some points, but they may not be accurately plotted or on the correct axis. Numbering on the axis and/or the scale may not be accurate.</li> <li>• Presentation needs to be improved and time taken to present the work correctly.</li> <li>• There is simple use of numbers e.g. there are 3 volcanoes in the picture, but no use of numeracy skills such as mean (working out the average)</li> <li>• Ordnance Survey maps will be used to recognise areas on the map using 4 figure references and some use of the key to recognise features.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a range of simple skills. Single numerical skills may be present when using data, for example, the average/mean will be attempted, but may not always be correct.</li> <li>• Graphs used correctly will be simple bar graphs and axis will be numbered and labelled correctly. There will be an attempt to plot line graphs, but scale of the numbering and position will show some errors.</li> <li>• 4 figure references will be used with accuracy on Ordnance Survey maps but 6 figure references will not be accurate. Scale and contour lines may be mentioned but will be simple and inaccurate.</li> <li>• Presentation will be hand drawn with some accuracy but computer/tech methods will not be used/present.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory use of a range of skills - students can plot a bar graph accurately and correctly with all labels and axis correct. Line graphs will be plotted with some accuracy, although there will be some mistakes, such as plotted at the wrong point.</li> <li>• Ordnance Survey maps will be used with developing accuracy. 4 figure references will be accurate and 6 figure references will be used to accurately locate larger features, but maybe not from their central point. Scale and contour lines will be used and referred to throughout, but with some errors.</li> <li>• Satisfactory presentation - work will be completed using mainly hand drawn or simpler computer presentation methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate use of a wide range of skills - graphs are well presented, with axis and all labels all present in the right place and used correctly. There is more accurate use of advanced mathematical skills and methods to present data, such as a choropleth map and advanced climate graphs showing both precipitation and temperature, all plotted correctly.</li> <li>• Ordnance survey work will use 6 figure references throughout and will use the scale correctly. Distance can be calculated accurately and contour lines used to recognize</li> <li>• Accurate presentation with a range of methods used to enhance the work, both hand drawn and using relevant technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Very accurate use of a wide range of skills. Numeracy skills will be used throughout, for example, mode, mean and median and other mathematical terms used correctly and appropriately. A wide range of maps and graphs can be created and used effectively, such as choropleth maps and cross sections. These can be created from Ordnance Survey maps with little explanation required.</li> <li>• Ordnance survey maps are used appropriately with 6 figure references, use of scale to measure distance and plan routes, use of the key to identify landmarks and land use and use of contour lines to describe the landscape and explain WHY this is the case (evaluation)</li> <li>• Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work following reflection or feedback.</li> <li>• Very accurate presentation - neat and precise, using a range of methods from hand drawn to computer generated.</li> </ul>
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