

Year 9 Geography

	Embarking	Emerging	Developing	Securing	Mastering
Content	<ul style="list-style-type: none"> Brief, simple descriptions of places and features. Little content. For example, they will be able to name up to 3 continents and locate a limited amount of countries on a world map Simple observations of patterns and processes. They will know what climate change is but will be unsure of how it occurs. There will be limited understanding of reasons why populations change but will not be able to tell you where in the world growth will be and why. Some use of basic geographical vocabulary linked to the topics - birth, death, weather, hot, people, world etc. will be used, but simply. Demonstrates a superficial factual knowledge. There will be no accurate examples used with no specific points raised. Very generalised. 	<ul style="list-style-type: none"> Beginning to describe places, features and processes but not in detail. Perhaps one, simple, explanation given, such as Global warming is a bad thing as it could affect animals and where they live. Population is getting higher in some countries because more babies are being born. The student is beginning to use appropriate geographical vocabulary. Demonstrates an adequate factual knowledge. Climate change can be natural and man-made, birth rates can make a population bigger, like in developing countries. They are factually accurate but not developed. 	<ul style="list-style-type: none"> Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations, for example, Global warming can affect the world. Sea levels will rise and this could flood places, which is not good, as it will affect people and animals. Population grows in countries where birth rates increase. People will also live longer. Both will change the population in a country. Satisfactory understanding but misinterpretations are common. A range of appropriate geographical vocabulary is used. A sound factual knowledge is demonstrated. Place names and a number of processes (such as reasons for climate change and factors that change birth or death rates) will be used, but with limited explanation. 	<ul style="list-style-type: none"> 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. An example could be; human activities are responsible for climate change. We burn fossil fuels, for example, in the cars we drive, which add to the greenhouse gases (such as Co2) in the atmosphere. These trap heat and create a range of negative impacts, such as.... Responses show a very good understanding; misinterpretations are less common. Initiative is shown in researching work. A wide range of geographical vocabulary is used. A broad factual knowledge is demonstrated, such as a range of accurate greenhouse gases. Specific facts linked to population growth or reduction will be evident, such as % changes in populations or specific policies and years when they were implemented (China's one child policy) Key words will be used throughout 	<ul style="list-style-type: none"> 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: In 1979 China introduced the one child policy. This was an anti-natal policy that aimed to reduce births in China to aid economic progress. It was largely seen as successful as it led to an estimated fall of 400 million births. 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. Responses show a deeper understanding; very few, if any, misinterpretations. Extensive use of geographical vocabulary. An extensive factual knowledge is demonstrated which uses key terms, specific facts, dates and data. Generally, as a comparative measure, the work will read as a grade 7+ GCSE response.

Skills	<ul style="list-style-type: none"> • 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. • Presentation needs to be improved and time taken to present the work correctly. • 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) • 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. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • Presentation will be hand drawn with some accuracy but computer/tech methods will not be used/present. 	<ul style="list-style-type: none"> • 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. • 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. • Satisfactory presentation - work will be completed using mainly hand drawn or simpler computer presentation methods. 	<ul style="list-style-type: none"> • 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. • 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 • Accurate presentation with a range of methods used to enhance the work, both hand drawn and using relevant technology. 	<ul style="list-style-type: none"> • 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. • 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) • Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work following reflection or feedback. • Very accurate presentation - neat and precise, using a range of methods from hand drawn to computer generated.
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