

KS3 'Stages of Excellence': Geography

	Year 7	Year 8	Year 9
4. Extending	<ul style="list-style-type: none"> I can confidently name and locate the world's continents and oceans on a map and describe their locations accurately. I can accurately label an 8 point compass and use it to describe and compare different directions. I can define latitude and longitude and name examples of each, whilst identifying characteristics of locations found in those regions. I can accurately find 4 and 6 figure grid references on OS maps. I can define and identify contour lines, whilst using them to describe the physical geography of locations around the world and their associated influence upon population distribution and development. I can compare the impacts of key concepts such as distribution, inequality, sustainability, globalisation and regeneration within a range of locations and suggest responses. I can implement a consistent structure and use good geographical terminology and examples in extended writing. I can describe the location and compare the importance of local, national and international places using specific examples. I can demonstrate clear acceptance and tolerance to different stakeholder views regarding a range of locations, processes or issues e.g. HS2, One child policy and conduct an informed, respectful debate using my opinion or anothers. I can confidently outline plate tectonics and plate boundaries, describe this distribution on a map and identify the resulting impacts e.g. earthquakes and volcanoes. I can define and identify several examples of biomes within named locations and provide characteristics for each. I can accurately and confidently construct a climate graph and compare the characteristics of climate graphs that reflect different locations. I can explain how our British Values create a fair and equal society, enhancing my understanding of being a global citizen. Frequent independent research fulfils my geographical curiosities and reduces gaps in knowledge. I can present all of my work in a neat and clear format consistently that accurately demonstrates how learning develops and grows across the academic year and establishes links with other units and subjects. 	<ul style="list-style-type: none"> I can correctly identify Africa as a continent and accurately locate it on a map. I can define the term misconception and state several examples regarding Africa, whilst explaining the source, reasons as to why they are false and how to dispel them. I can define key concepts such as; geopolitics, change, diversity, sustainability and place within a range of locations and suggest responses. I can accurately describe weather and tectonic hazards and compare the characteristics of case study examples e.g. SE Asia. I can confidently debate current geographical issues independently and within a group, using my opinion or others (fracking, water scarcity, international politics). I can identify aspects of Brazilian culture and lifestyles and identify how and why this may contrast to life in the UK, as well as why it is an important location. I can construct a well-structured and detailed piece of written work which is well supported by geographical terminology and demonstrates thorough understanding of concepts and examples. I can apply key geographical skills such as compass directions, graph and map analysis and grid references to new themes and locations with accuracy and support less able peers. I can utilise my subject knowledge in the creation of detailed geographical sources such as articles, social media posts and fact files independantly and within a group, as well as presenting these. I can present all of my work in a neat and clear format consistently that accurately demonstrates how learning develops and grows across the academic year and establishes links with other units and subjects. I can contribute accurately and confidently to class discussions to help grow mine and others' understanding of subject specific ideas and issues. Frequent independent research fulfils my geographical curiosities and reduces gaps in knowledge. 	<ul style="list-style-type: none"> I can identify a wide range of human and physical features from a plethora of resources including OS maps, images and accounts. I can accurately define key physical geography terms; erosion, transportation and deposition and apply them in various contexts. I can confidently explain the processes that have led to erosional, transportational and depositional landforms along the coast and apply these to different locations, images and diagrams. I can accurately describe the influences, patterns and anomalies of population distribution within familiar and unfamiliar contexts. I can confidently explain the causes, SEEP impacts and responses to a range of socioeconomic and environmental issues, whilst comparing their severity e.g. coral bleaching. I can accurately describe weather and tectonic hazards and compare the characteristics of case study examples e.g. New Zealand and El Nino. I can define key concepts; change, risk, cause and effect and development within a range of locations and use these to link previous units or locations. I can confidently debate current geographical issues independently and within a group, using my opinion or others (crime, food shortages, hydroelectricity). I can accurately describe the influence of certain factors in producing geographical resource deficits and surpluses, across the globe, as well as the subsequent impacts and responses. I can utilise my geographical knowledge to suggest robust explanations for a range of mysterious human and physical phenomena, across different locations and scales. I can confidently categorise large amounts of information into different geographical concepts; social, economic, environmental, change, risk, development etc. I can confidently analyse geographical academic texts independantly and identify links with processes, places, relationships and features within the geography curriculum. I can confidently draw valid conclusions informed by relevant evidence. I have excellent writing stamina and demonstrate the ability to fulfil and follow a coherent structure, exemplifying points using relevant statistics, locations, processes and opinions.
3. Secure	<ul style="list-style-type: none"> I can name and locate the world's continents and oceans on a map and describe their locations with some accuracy. I can accurately label an 8 point compass and use it to describe direction. I can define latitude and longitude and name examples of each. I can find 4 and 6 figure grid references on OS maps with some accuracy. I can define and identify contour lines and use them to describe the physical geography of locations around the world. I can compare the impacts of key concepts such as distribution, inequality, sustainability, globalisation and regeneration within a range of locations. I can implement a consistent structure and use good geographical terminology in extended writing. 	<ul style="list-style-type: none"> I can correctly identify Africa as a continent and accurately locate it on a scaffolded map. I can define the term misconception and state some examples regarding Africa, whilst explaining the source and reasons as to why they are false. I can define key concepts such as; geopolitics, change, diversity, sustainability and place within a range of locations. I can accurately describe weather and tectonic hazards and apply this to understanding the causes, impacts and responses to case study examples e.g. SE Asia. I can construct an informed argument about a current geographical issue (fracking, water scarcity, international politics) and debate it independently or within a group. 	<ul style="list-style-type: none"> I can identify a range of human and physical features from resources including OS maps, images and accounts. I can accurately define key physical geography terms; erosion, transportation and deposition. I can confidently explain the processes that have led to erosional, transportational and depositional landforms along the coast. I can accurately describe the influences, patterns and anomalies of population distribution. I can confidently explain the causes, SEEP impacts and responses to a range of socioeconomic and environmental issues e.g. coral bleaching. I can accurately describe weather and tectonic hazards. I can define key concepts; change, risk, cause and effect and development within a range of locations.

	<ul style="list-style-type: none"> • I can describe the location and importance of local, national and international places accurately. • I can demonstrate clear acceptance and tolerance to different stakeholder views regarding a range of locations, processes or issues e.g. HS2, One child policy and debate them respectfully with an informed argument. • I can outline plate tectonics and plate boundaries, describe this distribution on a map and identify the resulting impacts e.g. earthquakes and volcanoes. • I can define and identify several examples of biomes within named locations and plot these on a map. • I can accurately and confidently construct a climate graph and identify its trends and anomalies. • I can construct a climate graph and grow my confidence in stating its trends and anomalies. • I can explain how our British Values create a fair and equal society and identify these themes within lessons. • I frequently ask questions to further my geographical understanding and identify gaps within my knowledge that can be filled with the support of my teacher, online resources and independent study. • I can present all of my work in a neat and clear format consistently that demonstrates some of how learning develops and grows across the academic year and establishes links with other units and subjects. 	<ul style="list-style-type: none"> • I can identify aspects of Brazilian culture and lifestyles and identify how and why this may contrast to life in the UK. • I can construct a well-structured and detailed piece of written work which is well supported by geographical terminology and demonstrates understanding of concepts and examples. • I can apply key geographical skills such as compass directions, graph and map analysis and grid references to new themes and locations with accuracy. • I can utilise my subject knowledge in the creation of detailed geographical sources such as articles, social media posts and fact files independently and in a group. • I can present all of my work in a neat and clear format consistently that demonstrates some of how learning develops and grows across the academic year and establishes links with other units and subjects. • I can contribute accurately to class discussions to help grow mine and others' understanding of subject specific ideas and issues. • I frequently ask questions to further my geographical understanding and identify gaps within my knowledge that can be filled with the support of my teacher, online resources and independent study. 	<ul style="list-style-type: none"> • I can confidently debate current geographical issues independently and within a group, using my opinion (crime, food shortages, hydroelectricity). • I can accurately describe the influence of certain factors in producing geographical resource deficits and surpluses, across the globe. • I can utilise my geographical knowledge to suggest explanations for a range of mysterious human and physical phenomena. • I can categorise large amounts of information into different geographical concepts; social, economic, environmental, change, risk, development etc. • I can confidently analyse geographical academic texts within groups and identify links with processes, places, relationships and features within the geography curriculum. • I can draw valid conclusions informed by relevant evidence. • I have good writing stamina and demonstrate the ability to fulfil and follow a coherent structure, exemplifying points using relevant statistics, locations, processes and opinions.
2.Developing	<ul style="list-style-type: none"> • I can name and locate the world's continents and oceans on a map. • I can label an 8 point compass. • I can describe what the Equator is and locate it on a map. • I can find 4 and 6 figure grid references on a scaffolded OS map. • I can state what contour lines are and match them to different landscapes with some accuracy. • I can define key concepts such as distribution, inequality, sustainability, globalisation and regeneration and apply them to a range of examples. • I can implement a consistent structure and use some geographical terminology in extended writing. • I can describe the location and provide examples of some local, national and international locations. • I can understand that others may hold differing thoughts, feelings and opinions to myself regarding a range of locations, processes or issues e.g. HS2, One child policy and begin to debate them respectfully. • I can outline plate tectonics and plate boundaries using a supported diagram and describe this distribution on a map. • I can define the term biome and state different examples within named locations. • I can define what a climate graph is and identify its components. • I can identify our British Values and their meanings and begin to understand how they help to create an equal society. • I can ask questions to enhance my geographical understanding and move the feedback forward by including the new information within written and verbal articulation. • I can present my work in a clear and consistent format that demonstrates how learning develops and grows across the academic year. 	<ul style="list-style-type: none"> • I can correctly identify Africa as a continent and name an example of an African country. • I can define the term misconception and state some examples regarding Africa. • I can define key concepts such as; geopolitics, change, diversity, sustainability and place and apply them to a range of examples. • I can describe what weather and tectonic hazards are and provide examples e.g. SE Asia • I can construct an argument about a current geographical issue (fracking, water scarcity, international politics) with support. • I can identify aspects of Brazilian culture and lifestyles and identify how this may contrast to life in the UK. • I can follow a structure for extended pieces of written work which is supported by geographical terminology and demonstrates some understanding of concepts and examples. • I can apply key geographical skills such as compass directions, graph and map analysis and grid references to new themes and locations with accuracy and support. • I can utilise my subject knowledge in the creation of geographical sources such as articles, social media posts and fact files with support. • I can present my work in a clear and consistent format that demonstrates how learning develops and grows across the academic year. • I can contribute to class discussions to help grow my understanding of subject specific ideas and issues. • I can ask questions to enhance my geographical understanding and move the feedback forward by including the new information within written and verbal articulation. 	<ul style="list-style-type: none"> • I can identify a range of human and or physical features from resources including OS maps, images and accounts with support. • I can define key physical geography terms; erosion, transportation and deposition. • I can explain the processes that have led to erosional, transportational and depositional landforms along the coast. • I can describe the influences, patterns and anomalies of population distribution. • I can explain the causes and impacts to a range of socioeconomic and environmental issues e.g. coral bleaching. • I can describe weather and tectonic hazards with support. • I can define key concepts; change, risk, cause and effect and development within a range of locations with support. • I can explain my opinion on current geographical issues independently and within a group (crime, food shortages, hydroelectricity). • I can explain the influence of certain factors in producing geographical resource deficits and or surpluses, across the globe. • I can utilise my geographical knowledge to suggest explanations for a range of mysterious human and or physical phenomena. • I can categorise information into different geographical concepts; social, economic, environmental etc. • I can analyse geographical academic texts within groups. • I can draw valid conclusions informed by relevant evidence with support. • I have moderate writing stamina and demonstrate the ability to fulfil and follow a coherent structure.

1. Novice

- I can name some of the world's continents and oceans on a map.
- I can label a 4 point compass.
- I can describe what the Equator is.
- I can find a 4 figure grid reference on a scaffolded OS map.
- I can state what contour lines look like and identify them on OS maps.
- I can define key concepts such as distribution, inequality, sustainability, globalisation and regeneration.
- I can follow a success criteria in extended writing and use some geographical terminology.
- I can describe the difference between local, national and international.
- I can understand that others may hold differing thoughts, feelings and opinions to myself regarding a range of locations, processes or issues e.g. HS2, One child policy.
- I can begin to outline plate tectonics and plate boundaries using a supported diagram.
- I can define the term biome and state different examples.
- I can define what a climate graph is.
- I can identify our British Values and their meanings.
- I can ask questions to support my geographical understanding.
- I can present some of my work in a clear format that demonstrates how learning develops and grows across the academic year.

- I can correctly identify Africa as a continent.
- I can define the term misconception.
- I can define key concepts such as; geopolitics, change, diversity, sustainability and place.
- I can describe what weather and natural hazards are.
- I can formulate an informed opinion about a current geographical issue (fracking, water scarcity, international politics).
- I can identify aspects of Brazilian culture and lifestyles.
- I can follow a structure for extended pieces of written work which is supported by some geographical terminology.
- I can apply key geographical skills such as compass directions, graph and map analysis and grid references to new themes and locations with some accuracy and support.
- I can begin utilising my subject knowledge in the creation of geographical sources such as articles, social media posts and fact files with support.
- I can present some of my work in a clear format that demonstrates how learning develops and grows across the academic year.
- I can follow class discussions to help grow my understanding of subject specific ideas and issues.
- I can ask questions to support my geographical understanding.

- I can identify a range of human or physical features from resources including OS maps, images and accounts with support.
- I can define key physical geography terms; erosion, transportation and deposition with support e.g. diagrams.
- I can explain one or all processes that have led to erosional, transportational and depositional landforms along the coast with support.
- I can describe the influences and patterns of population distribution with support.
- I can explain the causes and impacts to a range of socioeconomic and environmental issues e.g. coral bleaching with support.
- I can describe weather or tectonic hazards with support e.g. Diagrams and images.
- I can define key concepts; change and cause and effect and development within a range of locations with support.
- I can explain my opinion on current geographical issues independently and within a group, with support. (crime, food shortages, hydroelectricity).
- I can describe the influence of certain factors in producing geographical resource deficits and or surpluses, across the globe with support.
- I can categorise some information into different geographical concepts; social, economic, environmental with support.
- I am developing my writing stamina and ability to fulfil and follow a coherent structure.