

Year 9- Geography Skills	Emerging	Developing	Secure	Excelling
GS1 <u>Geographical Knowledge and Understanding</u>	-Recall of a wider range of geographical facts and information about places, environments, concepts and locations at a range of scales. -Good knowledge and understanding of physical landforms and processes. -Good knowledge of human interactions with the physical world. -Explains some ways that human activities cause environments to change.	-Accurate recall of geographical facts and information about places, environments, concepts and locations at an increasingly broad range of scales. -Strong Knowledge and understanding of physical landforms and how they have been created. -Strong knowledge and understanding of human interactions with and use of the physical world. -Detailed understanding of the ways in which human activities cause environments to change both positively and negatively.	-Detailed recall of a range of facts and geographical knowledge about places, environments, concepts and locations at a broad range of scales. -Secure knowledge and understanding of physical environments and some physical processes which have led to the formation of physical features. -Secure knowledge and understanding of human interactions with and use of the physical world. -Secure understanding of the ways in which human activities cause environments to change both positively and negatively.	Detailed and accurate recall of a full range of facts and geographical knowledge about places, environments, concepts and locations at a broad range of scales. Excellent knowledge and understanding of physical environments and how physical processes have led to the formation of physical features. Excellent knowledge and understanding of human interactions with and use of the physical world. Analyses how the interaction between people and environments may result in complex and unintended changes.
GS2 <u>Geographical Communications</u>	-Descriptions are detailed and accurate. -Structured use of paragraphing and PEE with guidance. Some evidence and explanation provided but not fully developed. -Work is clearly and correctly paragraphed. -Where they are asked for, limited judgements are made but are unsupported and lack balance. -Some attempt at categorisation of information (SEE, P/S impacts, ST/LT responses).	-Increasingly effective use of paragraphing and PEE independently. Explanations are reasonably well developed. -Where appropriate, basic introductions and conclusions are used in extended writing. -Where asked for, judgements are made and are beginning to be supported but lack clarity or extension. -Increasing categorisation of information (SEE, P/S impacts, ST/LT responses)	-Effective use of paragraphing and PEE. Explanations are well developed. -Work starts with a relevant introduction and supported conclusion where appropriate. -Judgements are made with clarity and are based on the evidence and show balance. -Developed categorisation of information (SEE, P/S impacts, ST/LT responses)	-Consistently precise use of paragraphing and PEE with very well-developed explanations which are always linked back to the question. -Work always starts with a relevant introduction and strongly supported conclusion where appropriate and both clearly answer the question. -A balanced argument is supported by a judgement which is analytical and draws on deep understanding of the evidence at hand. -Effective categorisation of information (SEE, P/S impacts, ST/LT responses)
GS3 <u>Geographical Source Investigation</u>	<u>Beginning to master moderately difficult skills.</u> -Uses a broader range of geographical words. -Can use 4 figure and 6 figure grid references independently. Begins to use other map skills such as measuring straight line and curved line distances but these lack accuracy. -Can with guidance use an atlas to locate countries and give detailed explanation of location which may include latitude and longitude. -Draw and interpret moderately complicated graphs and charts (ie divided bar, histograms, climate graphs with guidance or some inaccuracies.	<u>Precise use of moderately difficult geographical skills</u> -Regular use of a range of appropriate geographical words. -Can use 4 figure and 6 figure grid references independently. Can use other map skills such as measuring straight line and curved line distances with accuracy. May begin to use most complex map skills such as using contours to work out relief with limited accuracy or with guidance. -Can with guidance use the atlas to investigate physical and human geography of a country. -Draw and interpret moderately complicated graphs and charts (ie divided bar, histograms, climate graphs, choropleth maps) accurately and independently.	<u>Beginning to master complex geographical skills</u> -Effectively uses a wide range of appropriate geographical words. -Can use full range of map skills with accuracy and independently. -Can use the atlas independently to investigate physical and human geography of a country. -Draw and interpret complicated graphs and charts (ie scatter graphs, pie charts, population pyramids, flow line maps, desire line maps and proportional symbols) with guidance or some inaccuracies.	<u>Precise use of complex geographical skills</u> -Consistently uses a wide range of appropriate and complex geographical words. -Can use full range of map skills with accuracy and independently and can apply these skills to different surroundings to analyse human and physical landscapes. -Can use the atlas independently to investigate physical and human geography of a country and can use this information to compare different countries. -Draw and interpret complicated graphs and charts (ie scatter graphs, pie charts, population pyramids, flow line maps, desire line maps and proportional symbols) accurately and independently.