

### Year Group 8 Geography Assessment Framework

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8+
<b>Demonstrate Knowledge</b>	<ul style="list-style-type: none"> <li>Describe physical and human features of places studied</li> <li>Use newly learnt and recalled vocabulary specific to geography in written responses</li> <li>Begin to sequence simple geographical processes relating to weather and tectonics</li> </ul>	<ul style="list-style-type: none"> <li>Explain in simple terms the sequences of hazards that affect our earth</li> <li>Use key terms in context</li> <li>Draw upon prior knowledge to build upon for example the layers of the earth and how this can link to a tectonic hazard</li> <li>Begin to write like a geographer using key terms and measurements to support your answer with some data when presented with it</li> </ul>	<ul style="list-style-type: none"> <li>Link learning to prior knowledge building in complexity</li> <li>Begin to use case studies such as Haiti to support written responses to questions</li> <li>Explain geographic processes in some detail</li> <li>Differentiate between differences in similar processes for example tectonic hazards</li> <li>Have a clear understanding of key geographical terms such as weather and climate</li> <li>Use geographical language with fluency</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use geographical terms in context and fluently</li> <li>Write in full paragraphs linking back to the question</li> <li>Begin to make links across topics and prior learning to inform and deepen understanding</li> <li>Begin to explain geographical processes in detail such as weather processes or tectonic hazards</li> <li>Use knowledge of place with ease mentioning countries and continents to support your answer</li> <li>Categorise elements of geography to include social, economic, environmental and political impacts</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use place knowledge fluently and without explicit resources</li> <li>Show deep awareness of the world's countries through written and map work</li> <li>Begin to make links between places such as countries and continents- links to include social, economic, environmental or political</li> <li>Explain key geographical processes in detail and depth giving examples of case studies or from recent news events</li> <li>Show evaluation and some analysis using comparison</li> </ul>

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<b>Geographical Understanding</b>	<ul style="list-style-type: none"> <li>• Identify countries, continents and major cities with the use of an atlas or map</li> <li>• Use some abstract concepts such as lines of longitude and latitude with some fluency</li> <li>• Begin to explain how people and the environment interact</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the positives and negatives of how humans interact with the environment</li> <li>• Use a range of resources such as OS maps and graphs to support your answer</li> <li>• Be able to categorise various impacts in a variety of ways with some simple justification</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why geographic processes occur</li> <li>• Have good understanding of how physical geography can impact humans in a positive and negative way</li> <li>• Describe locations and locations within it for example a continent and the countries found within it</li> <li>• Suggest solutions for geographical hazards begin to explain the effectiveness of the solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain geographical processes in a methodical way with some insight as to why the event has happened. For example, why does country X experience earthquakes</li> <li>• Make links to other countries suggesting why they are similar or different- HIC's compared to LIC's</li> <li>• Use case studies and data to support answers giving clear evidence</li> <li>• Identify how people and animals have adapted to their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on prior knowledge and other subject knowledge to deepen understanding of place and processes</li> <li>• Draw conclusions from data</li> <li>• Explain in depth why and how an event has occurred</li> <li>• Explain how people or the environment have adapted to their surroundings or particular geographic locations</li> <li>• Identify challenges faced in certain environments and suggest solutions to those challenges giving clear geographic examples</li> </ul>

					<ul style="list-style-type: none"> <li>• Begin to make clear links between topics using geographical locations to explain why a country experiences certain geographic phenomenon- such as tropical storms or extreme heat</li> </ul>
<b>Geographical Skills</b>	<ul style="list-style-type: none"> <li>• Use simple graphs and charts to extract specific data related to a question</li> <li>• Use OS maps to deepen map skills such as four figure grid reference</li> <li>• Begin to use the eight-point compass with confidence</li> <li>• Use simple maths when presented with data</li> <li>• Annotations contain some key terms</li> </ul>	<ul style="list-style-type: none"> <li>• Use OS maps and atlas with confidence</li> <li>• Use the eight-point compass</li> <li>• Interpret data from a variety of graphs such as pie charts, bar graphs and line graphs</li> <li>• Create a variety of graphs such as bar charts and line graphs with axis supplied</li> <li>• Answer simple questions using a variety of graphs and charts</li> <li>• Use simple maths to start manipulating data</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use scale, contours, six figure grid reference when present with OS maps</li> <li>• Use basic maths to create data for example percentages to create a pie chart</li> <li>• Create or complete graphs in a variety of forms drawing conclusions from the presented data</li> <li>• Begin manipulating data using averages such as mean, mode, median</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use OS maps in a variety of ways</li> <li>• Able to locate place using a variety of techniques such as sixteen-point compass, contour lines and scale</li> <li>• Able to measure distance on a map using skills such as using the straight-line technique</li> <li>• Consistently using units of measurements in written responses</li> <li>• Drawing graphs from a set of data with accuracy and precision</li> </ul>	<ul style="list-style-type: none"> <li>• Use OS maps confidently and accurately to gain knowledge of place and location</li> <li>• Begin to identify Geographical locations, landscapes and landforms on maps</li> <li>• Create a variety of graphs and charts and interpret data from the graphs and charts</li> <li>• Identify anomalies and give simple reasons for the anomalies</li> </ul>

		<ul style="list-style-type: none"><li>• Create own maps and key to present data in a geographic way</li><li>• Annotations are more detailed</li></ul>	<ul style="list-style-type: none"><li>• Annotations should be detailed and using key geographic terms</li><li>• Compare sets of data</li></ul>	<ul style="list-style-type: none"><li>• Manipulate data drawing conclusions from it</li><li>• Annotations are in-depth and detailed using explicit geographical terms in context</li></ul>	<ul style="list-style-type: none"><li>• Using units of measurements accurately and consistently</li><li>• Use locational knowledge and geographical understanding to describe locations</li><li>• Use direction when analysing photographs</li><li>• Annotations are in-depth using geographical terms</li></ul>
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