

Year Group 9 Subject Geography Assessment Framework

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8+
Demonstrate Knowledge	<ul style="list-style-type: none"> Start to sequence specific geographical processes including rivers and coastal landforms Begin to explain how certain geographical events happen to include weather and tectonics Begin to make links across topics and cross curricular Use geographical terms in context Begin to recall key terms as well as use newly learnt terms Start to place geographical elements into logical categories 	<ul style="list-style-type: none"> Confidently recall key terms using them in context Begin to explain geographical sequences which include formations of landforms or weather events Start making clear links between topics and cross curricular for example links with KS3 Science Be able to categorise elements of geography for example social, economic and environmental Use geographical language with fluency Start to extend writing with clear paragraphs Some understanding of command words 	<ul style="list-style-type: none"> Fluently use some key terms verbally and in a written context Sequence geographical events using key terms and with some depth Begin to understand links between different topics such as globalisation and climate change Use geographical language with ease and to start writing like a geographer Extended writing is fluent concise and precise in a range of questions which include 6- and 9-mark questions Use case studies to support your answer and begin to link geography of the land and geography of 	<ul style="list-style-type: none"> Ability to recall and implement place knowledge with use of minimal resources Draw comparisons with places, cities, countries and demographics Linking places and being able to compare in depth showing some analysis Using case studies with clear recollection of key facts and figures to support answers Sequences key geographical processes confidently with imbedded geographical terminology drawn from previous and new understanding Begin to evaluate and analyse key geographical concepts across 	<ul style="list-style-type: none"> Use place knowledge explicitly to demonstrate understanding of the world around us Explain how some countries, continents or cities have similarities of differences drawing links between them Begin to analyse and evaluate the impacts that certain geographic processes can impact the world economically, socially environmentally and politically Use named examples to support extended written work whilst

		<p>such as describe or explain and answering a question in response to the command word</p> <ul style="list-style-type: none"> • Embed prior knowledge • Have some good knowledge of place such as continents, Seas, and some countries • Begin to use case studies in written work 	<p>people illustrating for example how an event can impact the environment but also the people within it</p> <ul style="list-style-type: none"> • Categorise elements of geography in a variety of ways starting to make the links between the categories • Start to make links to the similarities and differences of other countries • Explain how humans and the environment are interconnected • Begin to understand how humans can positively and negatively impact the Earth 	<p>human and physical geography</p> <ul style="list-style-type: none"> • Have some understanding of economic categories to include LIC, NEE and HIC countries and begin to explain why a particular country is placed here • Explain why some environment, countries or areas face different challenges and opportunities showing insight as to why the opportunities and challenges exist. • Draw on case studies to explain how certain geographical processes impact people and the environment drawing links on how both groups interact and are interconnected- tectonic hazards, weather hazards 	<p>supporting arguments and evaluation using various recalled data, facts and figures</p> <ul style="list-style-type: none"> • Make informed judgements and draw on conclusions through evidence, data and prior knowledge • Have deep understanding of various challenges people and the environment have due to the changes in climate • Have a deep understanding of how and why certain geographic processes happen in certain parts of the world for example climates and weather patterns at certain longitudes
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Geographical Understanding	<ul style="list-style-type: none"> • Begin to explain why an event has occurred • Begin to use some abstract concepts confidently such as longitude and latitude • Have some understanding of how the environment and people interact and are interconnected • Begin to draw simple conclusions from data presented 	<ul style="list-style-type: none"> • To explain how humans, interact positively and negatively with the environments • Have some understanding of how the world is interconnected • Begin to find connections between countries and different places drawing simple conclusions • Justify how and why and element of geography should be categorised in a certain way 	<ul style="list-style-type: none"> • Draw simple judgements and conclusions using various forms of data presentation • Suggest solutions for certain geographic hazards and offer simple judgements of the solutions- basic evaluation • Describe locations drawing on understanding of place and using prior knowledge and skills to explain how and why a place has certain conditions • Use place knowledge to describe location and begin to explain the challenges and opportunities place may give a country 	<ul style="list-style-type: none"> • Draw on prior knowledge and cross curricular understanding to deepen knowledge and understanding • Use case studies taught across the key stage to make judgements and draw conclusions by providing links for example linking LIC's around the world • Explain why and how people and animals have adapted to their environments • Use data to support understanding and manipulate the data to deepen understanding • Understand how people and populations have changed over time • Begin to explain geographical timescales through history 	<ul style="list-style-type: none"> • Begin to apply knowledge when presented with an unseen resource, case study or data • Analyse and manipulate data, identify anomalies and give judgements as to why that anomalies may exist • Analyses statistics for example world populations and draw conclusions as to why the population varies from country to country • Explain how people interact with certain environments analysing why the interaction takes places off reasons and solutions for any issues presented- Urbanisation for example • Identify opportunities and challenges
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Geographical Skills	<ul style="list-style-type: none"> • Use graphs to extract data accurately • Identify different types of graphs and charts and understand their function • Use Atlas and OS maps with some fluency • Use averages to manipulate data- mean, mode, median and range 	<ul style="list-style-type: none"> • Begin to suggest which graph or chart would present a set of data most accurately • Use OS maps to identify place and locations • Begin to use six figure grid reference with confidence • Begin to evaluate data taken from a graph 	<ul style="list-style-type: none"> • Use geographic knowledge to identify a graph or chart that would fit a set of data giving reasons for the choice • Use OS maps confidently recognising scale, height and using six figure grid references • Evaluate data taken from a graph drawing simple 	<ul style="list-style-type: none"> • Begin to analyse data and draw conclusions from a variety of graphs and charts to include, pie charts, bar graphs and scatter graphs • Begin to use OS maps to identify physical and human features with some prediction of the changing landscape in the future 	<ul style="list-style-type: none"> • Drawing evidence-based conclusions • Use a variety of graphs and charts to manipulate, analyse or evaluate • Confidently identify landscapes, landforms and locations on a variety of maps

	<ul style="list-style-type: none"> • Identify graphs for example a population pyramid • Begin to complete aspects of more complex graphs or charts • Annotations are detailed 	<ul style="list-style-type: none"> • Annotations are more detailed containing key geographic terms • Identify height and scale on an OS map confidently • Use photographs to draw conclusions about a place • Consistently use units of measurements, a key in written responses and map work 	<p>conclusions and judgements</p> <ul style="list-style-type: none"> • Identify and begin to evaluate anomalies in a set of data • Use photographs to inform opinion, draw conclusions and understand a place • Be able to describe certain physical features • Confidently draw graphs or charts with accuracy 	<ul style="list-style-type: none"> • Confidently use grid references on OS maps to locate place • Draw graphs and charts confidently and accurately • Manipulate data accurately • Use photographs to identify place • Recognise types of photographs such as aerial photographs • Identify certain geographical models such as DMT • Use colour and contour lines to identify height on maps 	<p>including OS maps</p> <ul style="list-style-type: none"> • Confidently use six figure grid references • Draw graphs and charts accurately which include components such as a key, detailed title, units of measurements • Start using more complex graphs and charts such as climate graphs analysing and evaluating data • Manipulate data • Recognising a place through data for example a Tropical Rainforest on a climate graph • Begin to identify landscape and relief on maps and using scale to calculate distances accurately • Have knowledge of models used in geography such as the DMT and use this to make
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