

Year 9 Ways of Doing- Geography

	Knowledge & Understanding	Application	Skills
Exceeding	<p>Students show extensive factual knowledge about the places we are studying.</p> <p>Students can rank the human and physical factors affecting a place and know that geography happens at different scales.</p> <p>Students can read widely around the topic, and geography in general, and know a wide range of subject-specific vocabulary, including more complex terminology.</p> <p>Students know a wide range of arguments about both sides of an issue and can prioritise these.</p> <p>Students can write fluently about the changes which occur through time in places, landscapes and spatial distribution.</p>	<p>Students use more complex key vocabulary frequently and accurately. They show independence in identifying issues within topics.</p> <p>Students can research a topic in depth using a wide range of reliable sources, many found independently, and understand the stages in the sequence of enquiry.</p> <p>Students are able to suggest own criteria for evaluation, and can appreciate and explain different viewpoints about issues, recognising differences, even within groups.</p> <p>Students independently present full, coherent and supported conclusions to arguments and investigations, which may be evaluative.</p>	<p>Students can independently use geographical data to recognise patterns in such data and deduce relationships.</p> <p>Students can apply knowledge to an unfamiliar context and can analyse data and graphs and identify anomalies.</p> <p>Students independently select the correct type of graph to use for the data, and construct and label the graph accurately.</p> <p>Students can suggest and carry out basic statistical tests to analyse data, and use carefully selected aspects of case studies, facts and own reading to support arguments.</p>
Expected	<p>Students show detailed knowledge about the places we are studying.</p> <p>Students know how places are shaped by the interaction of human and physical processes, and that geography happens at different scales.</p> <p>Students read widely around the topic and know a wide range of subject-specific words.</p> <p>Students can write, with some detail, about the changes which occur through time in places, landscapes and spatial distribution.</p>	<p>Students use key vocabulary frequently and accurately. They can identify correct scale independently.</p> <p>Students can research a topic in some depth using a range of sources, some found independently. They understand the stages in the sequence of enquiry and can carry out each one with minimal guidance.</p> <p>Students can evaluate as well as describe and explain. They can appreciate and explain different viewpoints about issues, possibly suggesting interested parties.</p>	<p>When prompted, students can apply detailed knowledge to a familiar context, and can analyse data and graphs. Uses PE unprompted.</p> <p>Students are able to carry out basic statistical tests to analyse data when prompted. They can interpret results and use selected case study facts and/or own reading to support arguments.</p> <p>Students can research a topic in some depth using a range of sources, some found independently, and understand the stages in the sequence of enquiry and can carry out each one with minimal guidance.</p>
Developing	<p>Students show some detailed factual knowledge about the places we are studying.</p> <p>Students can rank the human and physical factors affecting a place and know that geography happens at different scales.</p> <p>They read around the topic when prompted and know a range of subject-specific vocabulary.</p> <p>Students are beginning to write, with some detail, about the changes which occur through time in places and landscapes.</p>	<p>Students present conclusions to arguments and investigations, and use some case study facts and/or own reading to support arguments.</p> <p>Students use key vocabulary frequently and accurately.</p> <p>With support, students have started to evaluate as well as describe and explain, and can appreciate and explain different viewpoints about issues.</p>	<p>Students can apply some knowledge to a familiar context and can analyse data and graphs with support using PE.</p> <p>Students are able to carry out basic statistical tests to analyse data when prompted and use case study facts and/or own reading to support arguments, but with limited selectivity shown.</p> <p>Students can research a topic in some depth using suggested sources demonstrating some selectivity. They understand the stages in the sequence of enquiry and can carry out each one with guidance.</p>
Supported	<p>Students show some knowledge about the places we are studying.</p> <p>Students can identify how human and physical factors interact in a given place.</p> <p>Students have some understanding of the changes which occur through time in places and landscapes.</p>	<p>With support, students attempt to form conclusions to arguments and investigations, and may use some case study facts to support arguments.</p> <p>With support, students are attempting to evaluate as well as describe and explain, and are aware of different viewpoints about issues.</p>	<p>With support, students can apply some knowledge to a familiar context, and can analyse some data and graphs.</p> <p>Students use some key vocabulary when prompted, and construct and label some aspect of graphs.</p>

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