

Year 8 Ways of Doing- Geography

Knowledge & Understanding

Application

Skills

Exceeding

Students show detailed factual knowledge about the places we are studying.

Students know how places are shaped by the interaction of human and physical processes.

Students read widely around the topic and know a wide range of subject-specific words.

Students know a range of arguments about both sides of an issue and can pick out the most important argument.

Students can apply specific and detailed knowledge to a familiar context and describe patterns and trends.

Students independently use key vocabulary frequently and accurately.

Students use selected case study facts and/or own reading to support arguments. They independently present full, coherent and supported conclusions to arguments and investigations.

Students can evaluate as well as describe and explain. They can appreciate and explain different viewpoints about issues, suggesting interested parties.

Students can analyse data and graphs and use PE unprompted. They are able to carry out basic statistical tests to analyse data when prompted and interpret results.

Students can construct and label graphs accurately and can identify correct scale independently. They can research a topic in some depth using a range of sources, some found independently.

Students understand the stages in the sequence of enquiry and can carry out each one with minimal guidance. They can choose and justify their choice of geographical skills and evaluate their effectiveness.

Expected

Students show some detailed factual knowledge about the places we are studying.

Students can identify how human and physical factors interact in a given place.

Students read around the topic when prompted and know a range of subject-specific vocabulary.

Students know that there are two sides to most arguments but know more arguments for one side.

Students can apply lots of knowledge to a familiar context and describe patterns and trends.

Students can write a conclusion with evidence. They have a limited understanding of different viewpoints.

Students use key vocabulary frequently and accurately, when prompted.

Students construct and label graphs accurately but need assistance with scale. Students can analyse data and graphs with support using PE.

Students can research a topic in some depth using suggested sources, demonstrating selectivity. They understand the stages in the sequence of enquiry and can carry out each one with guidance.

Developing

Students show sound factual knowledge about the places we are studying.

Students can describe the human and physical characteristics of places.

They read material provided in class or homework and know some subject-specific vocabulary.

Students know that there are two sides to most arguments but only argue one side.

Students can apply some knowledge to a familiar context and can describe patterns and trends.

Students can use one or two case study points or facts to support an argument when prompted.

Students form conclusions that are simple but correct. Students describe findings from an investigation and can explain some viewpoints.

Students use some key vocabulary accurately when prompted, and can draw and fully label graphs, but they need prompting with scale, labels and title.

They can select relevant information from suggested websites, but not very selectively. They draw on some classwork to write answers and can carry out a full investigation with support.

Supported

Students show some factual knowledge about the places we are studying.

Students can describe the characteristics of places.

They know some facts and ideas learned from classwork and homework. Students are beginning to use some basic geographical vocabulary but can only give one side of an argument.

Students apply knowledge to a place or issue once it has been talked about in class and with support.

Students use a limited range of simple key vocabulary, sometimes accurately.

Students rarely, if ever, uses case studies or facts to support an argument, but may make simple but unsupported or incorrect conclusions in written work.

Students can draw simple graphs and label them with guidance, but need an outline provided. They can carry out research but need websites provided and rely on copy and paste.

Students use some of the information provided in class to write answers, and can identify the sequence of enquiry, with assistance.