

Year 7 Ways of Doing- Geography

	<i>Knowledge & Understanding</i>	<i>Application</i>	<i>Skills</i>
<i>Exceeding</i>	<p>Students show detailed factual knowledge about the places we are studying.</p> <p>Students know how places are shaped by the interaction of human and physical processes.</p> <p>Students read widely around the topic and know a wide range of subject-specific words.</p> <p>Students know a range of arguments about both sides of an issue and can pick out the most important argument.</p>	<p>Students can apply specific and detailed knowledge to a familiar context.</p> <p>Students can appreciate and explain different viewpoints about issues. They may suggest interested parties.</p> <p>Students use detailed case study facts and/or own reading to support arguments.</p>	<p>They 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.</p> <p>They can analyse data and graphs and use PE unprompted. They use selected case study facts and/or own reading to support arguments.</p> <p>Students presents full, coherent and supported conclusions to arguments and investigations.</p>
<i>Expected</i>	<p>Students show some factual 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 read around the topic when prompted and know some subject-specific vocabulary.</p> <p>Students know that there are two sides to most arguments and can support at least one side.</p>	<p>Students can apply lots of knowledge to a familiar context.</p> <p>Students appreciate and explain different viewpoints about issues.</p> <p>Students use some case study facts and/or own reading to support arguments.</p>	<p>Students use key vocabulary frequently and accurately, when prompted.</p> <p>Students construct and label graphs accurately but need assistance with scale. Students can analyse data and graphs with support and use PE.</p> <p>Students can research a topic in some depth using suggested sources and demonstrate selectivity. They use some case study facts and/or own reading to support arguments, although not always very selectively.</p>
<i>Developing</i>	<p>Students can describe the human and physical characteristics of places.</p> <p>They read material provided in class or homework and know some subject-specific vocabulary.</p> <p>Students know that there are two sides to most arguments but only argue one side.</p>	<p>Students can apply some knowledge to a familiar context.</p> <p>Students use one or two case study points or facts to support an argument when prompted.</p> <p>Students draw on some classwork to write answers. Students make conclusions that are simple but correct.</p>	<p>Students use some key vocabulary accurately when prompted.</p> <p>Students can draw and fully label graphs, but need prompting with scale, labels and title. They are beginning to describe some trends on a graph.</p> <p>Students need support to carry out research.</p>
<i>Supported</i>	<p>Students can describe the characteristics of places.</p> <p>Students are beginning to know some facts and ideas learned from classwork and homework.</p> <p>Students know some basic geographical vocabulary.</p>	<p>Students can apply knowledge to a place or issue once it has been talked about in class and with support.</p> <p>Students may make a simple but unsupported or incorrect conclusion in written work.</p>	<p>Students use a limited range of simple key vocabulary, sometimes accurately.</p> <p>Students can draw simple graphs and label them with guidance, but need an outline provided.</p> <p>Students can carry out research but need resources provided and rely on copy and paste.</p>