



## SHFGS Assessment Criteria: Y7 Geography

Student attainment will be based upon a best fit of the criteria, with a particular emphasis on analysing and evaluating sustainability within each topic

studied

Level Descriptor Strands	B Below Expected Standard	W Working Towards Expected	E Expected Standard	A Above Expectations	O Well Above / Outstanding
<b>Geographical Knowledge</b>	<p>compare the physical and human features of different localities at a local scale and give reasons for the locations of some of these features</p> <p>identify similarities and differences between places</p> <p>make some accurate observations about localities</p>	<p>describe physical and human features of different places</p> <p>describe how features of places are influenced by physical and human processes</p> <p>locate places that are studied</p>	<p>describe physical and human characteristics of a range of places</p> <p>describe how physical and human processes lead to similarities, differences and diversity in environments</p> <p>describe places in a wider locational context</p>	<p>compare the distinctive physical and human characteristics of different places</p> <p>draw on a range of locations, contexts and scales in explanations of the characteristics of places</p>	<p>analyse physical and human features of places in order to draw out their distinctive characteristics</p> <p>draw on their knowledge of a wide range of locations, contexts and scales when explaining the characteristics of places</p>
<b>Understanding Geographical Concepts</b>	<p>identify some actions people take to improve and sustain environments</p> <p>make simple connections between processes and their impact on environments</p>	<p>describe ways in which the lives of people are affected and changed by physical and human processes</p> <p>describe simple geographical patterns</p> <p>identify how people improve or damage environments</p>	<p>identify how physical and human activities cause environments to change and affect people's lives in diverse but interconnected ways</p> <p>identify links that make environments interdependent</p> <p>explain sustainable development, recognising different views</p>	<p>explain how physical and human processes interact to create diversity and change in places</p> <p>analyse geographical interconnections in a range of locations and contexts and at different scales</p> <p>compare different approaches to managing environments</p>	<p>develop coherent arguments to explain how physical and human processes are interdependent, affect diversity and change environments</p> <p>analyse factors involved in decisions about sustainable and other developmental approaches</p> <p>explain how human actions, including their own, may have conflicting consequences for people, places and environments</p>

<p><b>Geographical Enquiry and Communication</b></p>	<p>ask and respond to a range of geographical questions about localities and offer reasons for their observations</p> <p>use geographical skills and sources of evidence to form views and judgements</p> <p>use correctly spelt geographical vocabulary when communicating ideas information and findings</p>	<p>ask questions, using primary and secondary sources of evidence, when investigating places and environments</p> <p>use a range of geographical skills when carrying out investigations</p> <p>use appropriate presentation and language including correctly spelt Geographical vocabulary to communicate ideas, information and findings SPaG: good grammar and spelling shown</p>	<p>ask relevant questions and select sources of evidence when investigating places and environments</p> <p>describe a range of views and suggest plausible conclusions showing awareness of bias</p> <p>communicate ideas, information and findings effectively using a range of appropriate forms and a range of correctly spelt vocabulary</p>	<p>organise and sequence enquiries and investigations to provide answers to questions and issues they have raised</p> <p>identify potential bias, appreciating that different values and attitudes, including their own, lead to different outcomes</p> <p>reach conclusions drawing on a range of evidence and communicate ideas, information and findings using a variety of forms</p>	<p>sequence enquiries and investigations to reach substantiated conclusion</p> <p>critically evaluate sources of evidence and understand that many factors influence people's decisions</p> <p>communicate well-argued findings based on secure evidence, using accurate vocabulary and a wide range of appropriate forms</p>
			<p>SPaG: few errors in grammar and spelling; Geographical terms are used in context</p>	<p>SPaG: very few errors in grammar and spelling; many Geographical terms used appropriately</p>	<p>SPaG: zero errors in grammar and spelling; wide range of Geographical terms used appropriately and effectively</p>