



SHFGS Assessment Criteria: Y8 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

Strands Level Descriptor	B Below Expected Standard	W Working Towards Expected	E Expected Standard	A Above Expectations	O Well Above / Outstanding
Geographical Knowledge	<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 draw on their knowledge of a wide range of locations, contexts and scales when explaining the characteristics of places</p>	<p>analyse and explain physical and human characteristics of places using:</p> <ul style="list-style-type: none"> - knowledge of the UK and the wider world - understanding of a wide range of locations, contexts and scales
Understanding Geographical Concepts	<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>analyse complex interactions within and between physical and human processes and how these impact on diversity, interdependence and change in places and environments</p> <p>explain sustainable and other developmental approaches, analysing actual and possible causes and consequences of changes to environments now and in the future</p>

<p>Geographical Enquiry and Communication</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</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</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>independently sequence enquiries and investigations</p> <p>present full and coherent accounts, summaries and substantiated conclusions based on critical analysis and evaluation of available evidence</p> <p>SPaG: zero errors in grammar and spelling; wide range of Geographical terms used appropriately and effectively</p>
		<p>SPaG: good grammar and spelling shown</p>	<p>and findings using a variety of 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>	