

KS3 Assessment at Braunton Academy

Geography Year 7

Grade	Students at this grade will typically show the following by the end of Year 7 in Geography
Showing Mastery	- Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global. - Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. - Very good understanding of complex interactions and the impact such links have on people and environments - Able, with increasing independence, to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. - Able to construct sustained and convincing arguments and express and engage with different points of view
Working at Greater Depth	- Demonstrates a more detailed knowledge of the world, including globally significant physical and human features. - Demonstrates accurate and appropriate understanding of places: how and why they are similar and different, and how and why they are changing. - Demonstrates a clear understanding of the links between places, people and environments - Able to carry out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. - Able to construct coherent arguments to draw conclusions supported by evidence. - Able to explain their opinions and recognise why others may have different points of view.
Working at Expected Standard	- Shows a developing knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. - Demonstrates a limited and sometimes incomplete understanding of places; how and why they are similar and different, and how and why they are changing. - Demonstrates some understanding of the links between places, people and environments - Able to investigate places and environments with limited accuracy, by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. - Able to express their opinions and recognise that others may think differently
Working Towards Expected Standard	- Has simple and limited knowledge about individual places and environments. - Shows basic understanding using simple description. - Able to identify similarities and differences and simple patterns in the environment - Uses basic skills with limited accuracy to investigate places and environments. - Asks and answers basic questions, makes simple observations, using sources such as simple maps, atlases, globes, images and aerial photos

Geography Year 8

Grade	Students at this grade will typically show the following by the end of Year 8 in Geography
Showing Mastery	• Demonstrates a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of a global scale. • Demonstrates a deeper and more perceptive understanding of the processes that lead to geographical changes and the multilinked nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and applied understanding. • Able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.
Working at Greater Depth	• Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global. • Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. • Very good understanding of complex interactions and the impact such links have on people and environments • Able, with increasing independence, to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. • Able to construct sustained and convincing arguments and express and engage with different points of view
Working at Expected Standard	• Demonstrates a more detailed knowledge of the world, including globally significant physical and human features. • Demonstrates accurate and appropriate understanding of places: how and why they are similar and different, and how and why they are changing. • Demonstrates a clear understanding of the links between places, people and environments • Able to carry out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. • Able to construct coherent arguments to draw conclusions supported by evidence. • Able to explain their opinions and recognise why others may have different points of view.
Working Towards Expected Standard	• Shows a developing knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. • Demonstrates a limited and sometimes incomplete understanding of places; how and why they are similar and different, and how and why they are changing. • Demonstrates some understanding of the links between places, people and environments • Able to investigate places and environments with limited accuracy, by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. • Able to express their opinions and recognise that others may think differently

Geography Year 9

Grade	Students at this grade will typically show the following by the end of Year 9 in Geography
Showing Mastery	• Able to accurately recall the precise characteristics of physical and human environments across a variety of spatial settings, using detailed knowledge of case studies supported by comprehensive terminology. • Demonstrates an understanding of more complex geographical processes, with consideration towards unfamiliar contexts. • Shows understanding of how human processes interact with physical processes to develop more complex geographical patterns. • Able to assess the values and attitudes involved in managing and making decisions, appreciating that the opinions of stakeholders will vary considerably. • Appreciate the need for a more sustainable approach to the planning and management of environments, and evaluate the costs and benefits • Able to plan and conduct an independent geographical enquiry, identify appropriate hypotheses or key questions, and provide detailed supporting predictions. • Able to accurately collect primary and secondary data, collate and present their findings, analyse their data, interpret the results and substantiate their conclusions with precise links to geographical theories. • Demonstrates understanding of how to critically evaluate their enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. • Demonstrates an extensive range of sophisticated cartographical maps and graphs and uses statistical calculations to analyse the data displayed, recognising why anomalies might exist.
Working at Greater Depth	• Demonstrates a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of a global scale. • Demonstrates a deeper and more perceptive understanding of the processes that lead to geographical changes and the multilinked nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and applied understanding • Able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.
Working at Expected Standard	• Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global. • Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. • Very good understanding of complex interactions and the impact such links have on people and environments • Able, with increasing independence, to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. • Able to construct sustained and convincing arguments and express and engage with different points of view
Working Towards Expected Standard	• Demonstrates a more detailed knowledge of the world, including globally significant physical and human features. • Demonstrates accurate and appropriate understanding of places: how and why they are similar and different, and how and why they are changing. • Demonstrates a clear understanding of the links between places, people and environments • Able to carry out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. • Able to construct coherent arguments to draw conclusions supported by evidence. • Able to explain their opinions and recognise why others may have different points of view.