



## Year 9 DC1 Geography

Learning Focus	Emerging	Developing	Securing	Mastering	Beyond
Geographical Knowledge	<p>I can have a thorough knowledge and understanding of places throughout the UK and the world.</p> <p>I can understand in detail how the physical environment affects how humans interact with the land.</p> <p>I can explain the formation of a range of environmental features in a logical sequence and explain the reasons for their locations using geographical terminology such as volcanoes.</p> <p>I can make developed links about places in the UK and the rest of the world.</p> <p>I can use case study examples appropriately and effectively to develop answers.</p>	<p>I can have a thorough knowledge and understanding of places throughout the UK and the world.</p> <p>I can have excellent knowledge of a range of environmental features such as shield volcanoes.</p> <p>I can have a thorough understanding of how physical environments interact with the human environment.</p> <p>I can make detailed links about places in the UK and the rest of the world.</p> <p>I can use case studies in their answers (using independently researched examples) to support points/arguments and successfully analyse them.</p>	<p>I can have excellent knowledge relating to a wide range of places at different scales, including LICs, NEEs and HICs.</p> <p>I can have excellent knowledge of a range of physical features including location and can explain formation using sequencing e.g. shield and composite volcanoes.</p> <p>I can link ideas about places in the UK and the rest of the world e.g. trade links, political links, migration links (interconnectedness).</p> <p>I can use case studies in their answers (including independently researched examples) and successfully analyse them.</p>	<p>I can have <i>extensive</i> knowledge relating to a wide range of places, at a range of scales.</p> <p>I can use their knowledge and understanding to analyse the human and physical characteristics of places e.g. shield and composite volcanoes.</p> <p>I can explain changes that occur over time and how they affect other places.</p> <p>I can use case study (including independently researched case study) examples to support your points or arguments and successfully assess and evaluate them.</p>	<p>I can have extensive knowledge relating to a wide range of places, at a range of scales and can compare these using named examples.</p> <p>I can use their knowledge and understanding to analyse the human and physical characteristics of places e.g. shield and composite volcanoes.</p> <p>I can explain changes that occur over time and how they affect other places.</p> <p>I can use case study (including independently researched case study) examples to support your points or arguments and successfully assess and evaluate them.</p>



Hope



Endurance



Forgiveness



Trust



<p>Geographical Understanding</p>	<p>I can describe and explain how physical and human processes can lead to places changing.</p> <p>I can explain geographical patterns at a range of scales.</p> <p>I can explain how people can improve and damage the environment.</p> <p>I can justify why people may have different opinions about the environment.</p> <p>I can justify if development is sustainable or not.</p>	<p>I can explain the environment affects people's lives and that people affect the environment and how physical and human processes can lead to places changing.</p> <p>I can explain geographical patterns at a range of scales using a number of different geographical skills e.g. compass directions, scale etc.</p> <p>I can explain how people can improve and damage the environment making links to sustainability.</p> <p>I can justify why people may have different opinions about the environment and evaluate whether their opinions are valid.</p> <p>I can justify whether development is sustainable or not.</p>	<p>I can describe and explain how physical and human processes can lead to places changing.</p> <p>I can explain how physical processes (such as erosion) and human processes (such as management) can affect the lives of people who live in a place.</p> <p>I can explain geographical patterns at a range of scales.</p> <p>I can explain how people can improve and damage the environment with developing links to sustainability.</p> <p>I can justify why people may have different opinions about the environment and can evaluate the validity of these opinions using evidence.</p> <p>I can justify if development is sustainable or not using case study specific knowledge to support their opinions.</p>	<p>I can describe and explain interactions between physical and human processes and say to what extent these interactions can create interdependence.</p> <p>I can explain various ways in which places are linked and the extent of the impacts on people and environments.</p> <p>I can analyse and interpret geographical patterns and can make connections between the different geographical topics they have studied (synoptic).</p> <p>I can understand that many factors influence the decisions made about how to develop places and environments and how this can lead to conflict. They start to evaluate the relative importance of these factors.</p> <p>I can explain and apply the theory of sustainable development and say to</p>	<p>I can analyse the interactions within and between physical and human processes.</p> <p>I can analyse geographical patterns and the changes that they create.</p> <p>I can assess the varying causes and consequences of environmental change.</p> <p>I can understand and can evaluate a range of stakeholders views about environmental interaction.</p> <p>I can evaluate how sustainable developments are at a range of scales.</p>
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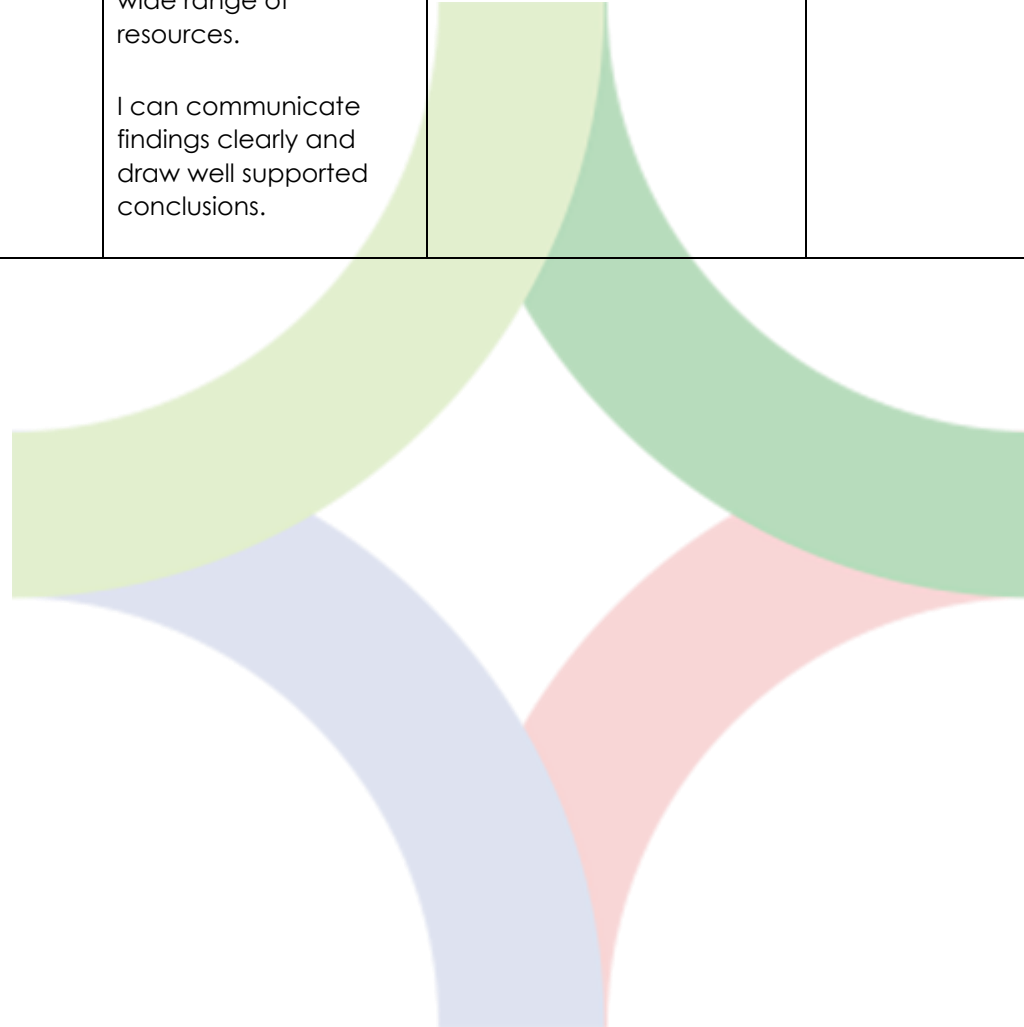


				what extent something is sustainable.	
Geographical Enquiry	<p>I can answer a wide variety of geographical questions using more complex sources with very limited guidance e.g. climate graphs that show two sets of data and scatter graphs.</p> <p>I can analyse with more confidence different primary and secondary sources and use a wide range of cartographic and graphicacy skills accurately.</p> <p>I can make well informed and justified decisions based on a range of resources.</p> <p>I can use a wide range of appropriate keywords and use point, evidence, explanation to structure their answers.</p> <p>I can have minimal SPAG mistakes. s.</p>	<p>I can independently select and analyse a variety of primary and secondary sources and use a wide range of skills and sources to analyse data.</p> <p>I can answer a wide variety of geographical questions using more complex sources with very limited guidance e.g. climate graphs that show two sets of data and scatter graphs.</p> <p>I can select and use a wide range of skills and sources to analyse data.</p> <p>I can use a wide range of appropriate keywords and use point, evidence, explanation, link to structure their answers.</p> <p>I can have limited SPAG mistakes.</p> <p>I can make well</p>	<p>I can describe and explain how physical and human processes can lead to places changing.</p> <p>I can explain how physical processes (such as erosion) and human processes (such as management) can affect the lives of people who live in a place.</p> <p>I can explain geographical patterns at a range of scales.</p> <p>I can explain how people can improve and damage the environment with developing links to sustainability.</p> <p>I can justify why people may have different opinions about the environment and can evaluate the validity of these opinions using evidence.</p> <p>I can justify if development is sustainable or not using case study specific</p>	<p>I can select and use a wide range of skills and sources to analyse data.</p> <p>I can use a wide range of appropriate keywords and use PEEL - point, evidence, explanation, link to structure their answers.</p> <p>I can have limited SPAG mistakes.</p> <p>I can make well informed and justified decisions based on a wide range of resources.</p> <p>I can communicate findings clearly and draw well supported conclusions.</p>	<p>I can undertake independently geographical enquiry, identifying relevant questions, implementing sequences of investigation and collecting a range of appropriate evidence from a variety of primary and secondary sources,</p> <p>I can use effectively, relevant skills and techniques, drawing on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions.</p>





		<p>informed and justified decisions based on a wide range of resources.</p> <p>I can communicate findings clearly and draw well supported conclusions.</p>	<p>knowledge to support their opinions.</p>		
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