

Mid-Year Expectations		End of Year Expectations
Higher Prior Attainer	<ul style="list-style-type: none"> • Students will be able to make a detailed description of a place at given locations and scales. Students will be able to link physical and human features, compass points and lines of latitude. • Students are working towards giving an explanation to the reason why a process or location changes over time. They can begin to explain how people interact with both human and physical features. • Students can describe geographical characteristics of a place using a specific source. They begin to demonstrate the ability to explain trends and patterns to interpret information. • Students begin to demonstrate how the understanding analysis of data can help create a geographical conclusion. • Students can communicate their ideas using an appropriate literacy structure. They can link their point to a clear explanation to show their thinking. • Students can explain possible reasons why there are similarities and differences within different cultures around the world. 	<ul style="list-style-type: none"> • Students will be able to make a detailed description of a place at given locations and scales. Students will be able to link physical and human features, compass points and lines of latitude. • Students are working towards giving an explanation to the reason why a process or location changes over time. They can begin to explain how people interact with both human and physical features. • Students can describe geographical characteristics of a place using a specific source. They begin to demonstrate the ability to explain trends and patterns to interpret information. • Students begin to demonstrate how the understanding analysis of data can help create a geographical conclusion. • Students can communicate their ideas using an appropriate literacy structure. They can link their point to a clear explanation to show their thinking. • Students can explain possible reasons why there are similarities and differences within different cultures around the world.



Mid-Year Expectations		End of Year Expectations
Middle Prior Attainer	<ul style="list-style-type: none"> • Students are working towards making an accurate description of places at a range of scales. Some reference will be made to surrounding geographical features, with accurate use of compass points and reference to lines of latitude. • Students can suggest reasons why a process or location changes over time and suggest links how people have influenced this change. • Students are working towards being able to identify and begin to describe geographical characteristics of a place in detail. They are working towards making clear identification of trends using data and graphs. • Students start to question the validity of conclusions drawn from data. • Students can use structure in written responses to make clear points • Students identify and begin to explain similarities and differences between cultures. 	<ul style="list-style-type: none"> • Students will confidently be able to make accurate descriptions of places at a range of scales. Clear links will be made to surrounding geographical features, with accurate use of compass points and reference to latitude. • Students can suggest detailed reasons why a process or location changes over time. They will be able to explain how people influence the change in places and processes. • Students are able to identify and begin to describe major geographical features using a range of sources. The ability to identify and begin to explain trends and patterns in data on graphs. • Students begin to consider the validity of conclusions drawn from data and consider ways in which this can be improved. • Students consistently use structure in written responses to make clear points • Students identify and begin to explain similarities and differences between cultures.
Lower Prior Attainer	<ul style="list-style-type: none"> • Students are working towards being able to identify relevant continents when describing locations This should be with more detail than in year 8. Reference will be made to compass points in making the description more accurate. Links may be made to the relation of the equator or the poles. • Students work towards identifying features of a place that has changed. Students • Students can identify the major geographical features in a photo or map. • Students are working towards making conclusions from analysing data. They begin to structure answers to make a clear point. • Students also begin to identify similarities and differences between cultures. 	<ul style="list-style-type: none"> • Students will be able to identify relevant continents when describing global features. Consistent reference will be made to compass points in making the description more accurate. Links may be made to the case study and its global location. • Students can identify how a place has changed over time. They will suggest ways in which people have created or altered an environment. • Students identify the major geographical features in a photo or map, they will be able to link this to making a basic descriptive point. They can demonstrate the ability to identify a trend on a graph. • Students begin to make conclusions from analysing data. • Students are able to structure answers to make a clear point. • Students also begin to identify similarities and differences between cultures.

