

## KS3 Formative Assessment Criteria Geography

	Identify	Describe	Explain	Analyse	Link	Literacy & numeracy
<b>Emerging</b>	<i>I am beginning to identify geographical features from sources, I can describe what I see</i>	I am able to <i>use key words</i> from lessons or my own knowledge, when describing features and events in geography.	I am <i>beginning to explain simple differences</i> between places, their surroundings and events. <i>I use basic key words</i> when explaining their differences	<i>With support, I am able to use a limited number of sources to extract answers.</i> I understanding how these answers contribute to my knowledge.	I can spot basic patterns and am beginning to draw upon links.	I am beginning to link basic sentences together to produce longer written answers. With the help of scaffolding I am able to write independently and re-red my work. I am able with help to label and plot simple line and bar graphs. I can give simple graphs appropriate titles. With scaffolded graph sheets I can attempt to plot information onto the graph with some success.
<b>Developing</b>	<i>I can identify the difference</i> between human and physical features from photographs and written description	I am <i>beginning to</i> use correct subject specific language when contributing to class and group discussions	I am <i>beginning to explain</i> (using key language) the reasons for why events happen the way that they do. I am able to <i>consider more than one view point</i> as I do this.	I can, with some support, <i>read maps and graphs in order to get answers to pre-set questions.</i> I am <i>beginning to understand how the answers to these questions may make me ask new questions</i>	I am able to understand how different elements in geography can be linked together.	I am developing my ability to write independently. My work demonstrates an ability to clearly answer questions by describing “what, where, why” principles. I can use some geographical language within my writing. I can use simple data tables and a scaffolded graph sheet to produce simple bar and line graphs. I can transfer information onto this graph from the table with some support. I am becoming more confident at reading and extracting information from graphs
<b>Securing</b>	<i>I can identify a wide range of human/physical geographical features</i> and am able to describe how physical features influence human activities.	I can describe geographical features, patterns, processes <i>consistently</i> , using subject vocabulary accurately. I <i>actively participate</i> group discussion to demonstrate this knowledge	I can <i>clearly process</i> multiply sources of information, organising my thoughts. I am able to explain when, where and why an event has occurred. I am <i>beginning to interlink factors to give more complicated explanations</i>	<i>I am beginning to analyse different sources of information.</i> I am developing a <i>high level of accuracy</i> in my findings and can produce a series of interlinked statements about my findings to conclude my findings	I am <i>able to use prior learning and current understanding to link elements of physical and human geography together.</i> I am becoming more skilled at selecting which countries/regions I use to compare and contrast differences within the world	I am able to <i>consistently write in clear paragraphs</i> , demonstrating and understanding of how topics/themes/ideas should be grouped together. I am able to show a competent grasp of the English language by using punctuation and correct grammatical references within my work. <i>I use key language accurately</i> within my work and am developing my longer independent writing style I am able to apply good basic numeracy skills of <i>percentages, ratios and fractions.</i> I can draw with <i>accuracy a variety of graphs</i>
<b>Mastering</b>	<i>I can identify a wide range of named human/physical geographical features.</i> I can demonstrate an understanding of how <i>physical features can influence the economy and communities who live by them</i>	I can use technical terminology when describing processes, trends, and features. My <i>accuracy of language is high both verbally and written.</i> I can ask follow on questions when concepts are being explained to me.	I am able to, <i>with confidence</i> , use <i>different sources</i> of information (written, verbal, maps and graphs) to consider different aspects of geography. I am able to <i>explain the inter-relationship</i> that factors may have with each other and the knock-on effects which these relationships might have.	<i>I can analyse different sources of information</i> (written, verbal, maps and graphs) processing the information accurately and <i>creating a series of logical developing questions.</i> I am able to <i>compare, categorise and conclude this information</i>	I am able to <i>demonstrate (both in my written work and verbal contributions) how patterns and processes are interlinked</i> and have a direct influence on each other. <i>I am able to compare and contrast places around the world on a local, regional and global scale</i>	I am writing in clear paragraphs, <i>using evidence and examples on local, regional and global scale.</i> I actively demonstrate my desire to justify opinions with statistical data from other sources (graphs, timelines, maps). I am beginning to use the PEEL strategy for writing longer answers I can accurately use percentages, ratios, fractions where needed. I am able to construct and read a variety of graphs – line, bar (compound) and scatter graphs
<b>WWW:</b>				<b>CTG:</b>		