



Finham Park School



KS3 Geography Assessment Statements – Year 7

Working Towards		Working At		Greater Depth	
I can identify the countries of the UK and some of the 7 continents and 5 oceans of the world.	<input type="checkbox"/>	I can identify the 7 continents and 5 oceans of the world.	<input type="checkbox"/>	I can accurately identify the 7 continents and 5 oceans of the world and locate these onto a map.	<input type="checkbox"/>
I understand that parts of the world are created naturally and parts are created by humans.	<input type="checkbox"/>	I understand the difference between physical and human geography.	<input type="checkbox"/>	I understand the difference between physical and human geography and can give examples.	<input type="checkbox"/>
I have explored and can identify some differences between different regions and countries around the world.	<input type="checkbox"/>	I have explored and can describe some similarities and differences between different regions and countries around the world.	<input type="checkbox"/>	I have explored and can explain similarities and differences between different regions and countries around the world. Giving reasons why these may exist.	<input type="checkbox"/>
I am able to recall some key facts to support why Coventry is a good location for a settlement.	<input type="checkbox"/>	I am able to explain how Coventry grew as a settlement.	<input type="checkbox"/>	I am able to explain how and why Coventry grew as a settlement.	<input type="checkbox"/>
I can begin to understand that physical processes can affect the landscape.	<input type="checkbox"/>	I can identify physical water landforms and name key processes that create these.	<input type="checkbox"/>	I can accurately identify physical water landforms and link these to the key processes that create them.	<input type="checkbox"/>
I begin to recognize that some human behaviours can have an impact on the environment.	<input type="checkbox"/>	I can recall basic links between how humans can impact the environment eg. deforestation.	<input type="checkbox"/>	I can recall basic links between how humans can impact the environment thinking about both positive and negatives outcomes eg. deforestation.	<input type="checkbox"/>
I can begin to attempt basic numerical and statistical skills eg. reading a bar chart accurately.	<input type="checkbox"/>	I understand basic numerical and statistical skills and can complete these with accuracy – eg. creating bar charts.	<input type="checkbox"/>	I understand basic numerical and statistical skills and can complete and describe these with accuracy – eg. creating and analysing bar charts.	<input type="checkbox"/>
I can attempt to use maps to help find key information eg. using map symbols and the key.	<input type="checkbox"/>	I am able to read maps accurately creating 4 figure grid references and using a scale bar to help measure distances correctly.	<input type="checkbox"/>	I am able to read maps accurately creating 4 and 6 figure grid references, use a scale bar to measure distances correctly and read the height of the land.	<input type="checkbox"/>
I am beginning to use some appropriate geographical vocabulary – eg. environment, geography, settlement.	<input type="checkbox"/>	I am using appropriate geographical vocabulary – eg. environmental, erosion and deforestation.	<input type="checkbox"/>	I am confidently able to use appropriate geographical vocabulary – eg. economic, abrasion and migration.	<input type="checkbox"/>

CURRICULUM INTENT: An exploration around the world of the evolving and sensitive relationship between the natural and human world; nurturing global citizens of the future.



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KS3 Geography Assessment Statements – Year 8

Working Towards		Working At		Greater Depth	
I can accurately identify the 7 continents and name some key countries around the world.	<input type="checkbox"/>	I can accurately identify the 7 continents and locate some key countries within each continent.	<input type="checkbox"/>	I can identify the 7 continents and map a range of countries accurately in Africa and Asia.	<input type="checkbox"/>
I understand the difference between physical and human geography.	<input type="checkbox"/>	I am able to identify physical and human features from different case studies.	<input type="checkbox"/>	I am able to identify physical and human features from different case studies and evaluate how people may view these differently.	<input type="checkbox"/>
I can identify name some similarities and differences between different places around the world.	<input type="checkbox"/>	I can describe similarities and differences between places around the world referring to specific case study details.	<input type="checkbox"/>	I can explain similarities and differences between places around the world referring to specific case study details.	<input type="checkbox"/>
I am able to identify basic examples of how humans and the physical world can impact each other.	<input type="checkbox"/>	I am able to describe at a basic level links between humans and the physical world and how these factors can impact each other.	<input type="checkbox"/>	I am able to explain basic links between how humans and the physical world impact each other and link to real life examples.	<input type="checkbox"/>
I understand some physical processes that can change our environment and can link these to state how they could affect humans.	<input type="checkbox"/>	I can describe some impacts of physical processes on our environment and identify how these can impact humans linking to case studies.	<input type="checkbox"/>	I can evaluate the impact of physical processes on our environment and explain how these can impact humans linking to case studies.	<input type="checkbox"/>
I can begin to attempt numerical and statistical skills – eg. creating climate graphs and reading pie charts.	<input type="checkbox"/>	I attempt numerical and statistical skills and can complete these with accuracy – eg. creating climate graphs and analysing pie charts.	<input type="checkbox"/>	I attempt numerical and statistical skills and can complete and analyse these with accuracy – eg. creating and analysing climate graphs and pie charts.	<input type="checkbox"/>
I am able to attempt to practice fieldwork skills using both primary and secondary data to investigate a research question and draw some conclusions.	<input type="checkbox"/>	I am able to practice fieldwork skills using both primary and secondary data to investigate a research question and reach conclusions.		I am able to practice and evaluate fieldwork methods using both primary and secondary data to investigate a research question and reach conclusions.	<input type="checkbox"/>
I am beginning to use some appropriate geographical vocabulary eg. earthquake, weather and population.	<input type="checkbox"/>	I am using appropriate geographical vocabulary – eg. globalisation, climate and tectonic plates.	<input type="checkbox"/>	I am confidently able to use appropriate geographical vocabulary – eg. plucking, Pangaea and climate change.	<input type="checkbox"/>




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KS3 Geography Assessment Statements – Year 9

Working Towards		Working At		Greater Depth	
I have studied a range of locations at global, continental and local scale and can identify key facts about them.	<input type="checkbox"/>	I have explored a range of locations at global, continental and local scale and can identify links and patterns that exist.	<input type="checkbox"/>	I can analyse a range of locations at global, continental and local scale and identify links that exist and the changes of places over time.	<input type="checkbox"/>
I can identify examples of physical and human processes that can change places.	<input type="checkbox"/>	I can give a range of examples to demonstrate how physical and human processes can interact to change places.	<input type="checkbox"/>	I am able to analyse examples to demonstrate how physical and human processes can interact and become interdependent.	<input type="checkbox"/>
I can identify similarities and differences between places around the world to the geography of the UK.	<input type="checkbox"/>	I can make links and describe the similarities and differences between places around the world to the geography of the UK.	<input type="checkbox"/>	I can confidently analyse the similarities and differences between places around the world to the geography of the UK.	<input type="checkbox"/>
I am able to identify some human actions that can have environmental consequences.	<input type="checkbox"/>	I am able to recognise that human actions can have environmental consequences.	<input type="checkbox"/>	I am able to explain examples where human actions have environmental consequences.	<input type="checkbox"/>
I can identify some physical processes which affect humans referring to case studies to support.	<input type="checkbox"/>	I can explain at a basic level how physical processes can affect humans both positively and negatively referring to worldwide case studies.	<input type="checkbox"/>	I use case studies to explain how physical processes affect humans positively and negatively, acknowledging that people experience different impacts.	<input type="checkbox"/>
I have a basic understanding of the fact that the environment and lives of people can be affected by events in other places.	<input type="checkbox"/>	I can appreciate that the environment and lives of people are affected by events in other places globally.	<input type="checkbox"/>	I understand that interactions between people and environments can result in changes globally, both positively and negatively.	<input type="checkbox"/>
I can begin to attempt numerical and statistical skills– eg. identifying patterns from a choropleth map.	<input type="checkbox"/>	I attempt numerical and statistical skills and can complete these with accuracy – eg. creating a choropleth map.	<input type="checkbox"/>	I attempt numerical and statistical skills and can complete these with accuracy – eg. creating and analysing a choropleth map.	<input type="checkbox"/>
I attempt to select and justify fieldwork techniques to investigate a research question and reach some basic conclusions.	<input type="checkbox"/>	I can select and justify fieldwork techniques to investigate a research question and reach conclusions linking to some geographical terms.	<input type="checkbox"/>	I can appropriately select and evaluate fieldwork techniques to investigate a research question and reach conclusions linking to geographical concepts.	<input type="checkbox"/>
I am able to read maps with some accuracy – using 4 figure grid reference and reading height accurately.	<input type="checkbox"/>	I am able to read maps accurately – using 4, 6 figure grid reference, scale bars, symbols and reading height accurately.	<input type="checkbox"/>	I am able to analyse a range of maps accurately – using 4, 6 figure grid reference, scale bars, symbols and reading height.	<input type="checkbox"/>
I am beginning to use some appropriate geographical vocabulary eg. earth, HIC and LIC.	<input type="checkbox"/>	I am using appropriate geographical vocabulary – eg. coastal engineering, urbanization and development.	<input type="checkbox"/>	I am confidently able to use appropriate geographical vocabulary – eg. interdependence, sustainability and megacities.	<input type="checkbox"/>

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