

Year 7	Emerging	Developing	Secured	Mastered
Mapping	<p>Identify the continents and oceans on a world map.</p> <p>Identify the 5 nations of the UK on a map.</p> <p>Name some key human or physical features of the UK.</p> <p>Can distinguish between human and physical geography.</p> <p>Identify symbols on a map.</p> <p>Accurately recognise and state compass points.</p>	<p>Label the continents and oceans on a world map.</p> <p>Locate and describe the 5 nations of the UK.</p> <p>List key human and physical features of the UK.</p> <p>Can describe why Geographers use 4 figure grid references</p>	<p>Describe some key features of a continent and ocean.</p> <p>Compare and contrast the 5 nations of the UK.</p> <p>Map some key human and physical features in the UK.</p> <p>Can explain why Geographers use 6 figure grid references</p>	<p>Explain what a continent is and what an ocean is.</p> <p>Justify comparisons between the 5 nations of the UK.</p> <p>Accurately map key human and physical features in the UK.</p> <p>Describe features within regions of the UK.</p> <p>Explain the use of longitude and latitude data on maps.</p> <p>Explain the use of contours on a map and justify conclusions drawn from them.</p>
Exploring the UK	<p>Locate where England is in the British Isles.</p> <p>Can name the continent we live in</p>	<p>Locate where England is in the British Isles and Europe.</p> <p>Describe the location of England on a global and national scale.</p>	<p>Locate where England is in the British Isles, Europe and the World.</p>	<p>Exceptional performance of the gold criteria.</p> <p>Thorough description and explanation.</p>

	<p>Locate Europe on a map</p> <p>Define physical features, give a general example.</p> <p>Define human features, give a general example. Define the terms population, dense and sparse</p> <p>Identify places with lots of people living there (dense populations)</p> <p>Identify places with few people living there (sparse populations)</p> <p>Suggest reasons for where few/many people live.</p> <p>Identify 2-3 groups that moved here in the past.</p> <p>Define and sort push and pull factors</p> <p>Identify symbols of Britishness</p>	<p>Identify the difference between the British Isles and the UK.</p> <p>Define physical features, give a specific examples from the British Isles.</p> <p>Define human features, give a specific examples from the British Isles.</p> <p>Use an atlas/map to locate physical and human features of England and the British Isles</p> <p>Define the terms population, population density, sparse and dense.</p> <p>Locate places which are sparsely and densely populated in the British Isles.</p> <p>Describe the pattern of where people live in the British Isles.</p> <p>Give reasons for the sparse and dense populations</p>	<p>Describe the location of England on a variety of scales.</p> <p>Identify the difference between the British Isles, the UK, Great Britain and Britain.</p> <p>Locate physical and human features of England and the British Isles on a map.</p> <p>Describe the distribution of physical and human features.</p> <p>Interpret a relief map to find physical and human features.</p> <p>Define the terms population, population density, population distribution.</p> <p>Map the population distribution of the British Isles</p>	<p>Detailed understanding and research shown. All work is relevant to the case study.</p>
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		<p>Outline where our ancestors came from in the past.</p> <p>Give push and pull factors for why people move to the British Isles</p> <p>Define cultural identity and Britishness</p> <p>Describe what makes us 'British'.</p> <p>Understand the term democracy</p>	<p>Describe and explain the population distribution of the British Isles.</p> <p>Describe our ancestry, where did people migrate from and who were they?</p> <p>Explain using push and pull factors why people migrate to the British Isles.</p> <p>Describe what makes up our cultural identity and what your cultural identity is.</p> <p>Describe what Britishness means and what makes us British.</p>	
Tectonics	<p>Identify the global distribution of earthquakes, volcanoes and plate boundaries.</p> <p>Identify small scale and large scale tectonic features.</p> <p>Define small scale and large scale tectonic features.</p>	<p>Compare a map to the location of earthquakes and volcanoes.</p> <p>Describe the global distribution of earthquakes, volcanoes and plate boundaries.</p> <p>Describe locational knowledge of specific hazards/events.</p>	<p>Use a map to describe why some areas are more affected by earthquakes and volcanoes than others.</p> <p>Explain the global distribution of earthquakes, volcanoes and plate boundaries.</p>	<p>Explain the impact living near tectonic plates has.</p> <p>Evaluate the global distribution of earthquakes, volcanoes and plate boundaries.</p> <p>Explain differences between the layers of the earth's structure.</p>

	<p>Know there are different types of volcanoes.</p> <p>State specific hazards/events linking to earthquakes and volcanoes.</p>	<p>Identify drawings of constructive and destructive plates. Identify small scale and large scale tectonic features.</p> <p>Distinguish between different types of volcanoes.</p>	<p>Explain locational knowledge of specific hazards/events.</p> <p>Describe features of the Earth's structure.</p> <p>Label diagrams of constructive and destructive plates.</p> <p>Describe the formation of small scale and large scale tectonic features.</p> <p>Compare and contrast different types of volcanoes.</p>	<p>Assess the positive and negative impacts of specific hazards/events.</p> <p>Explain the differences between constructive and destructive plates.</p> <p>Use accurate geographical terminology to explain how fold mountains are created.</p> <p>Explain the formation of small scale and large scale tectonic features.</p> <p>Use geographical terminology to justify a variety of differences between types of volcanoes.</p> <p>Explain the three main types of plate boundary (constructive, destructive and conservative) and how they interact at triple junctions.</p>
Geographical Literacy	Completing sentences with capital letters and full stops.	Requires supportive Task managers to complete literacy tasks	Ideas are usually in a sensible order but sometimes the direction of	Writing is usually organised with a clear beginning and ending.

	<p>Can copy texts accurately.</p> <p>Can spell lower tier words accurately.</p>	<p>Needs to be reminded to use paragraphs to organise ideas.</p> <p>Uses simple or compound sentences joined with 'and' or 'but'.</p> <p>Sometimes uses sentence punctuation accurately (capital letters, full stops, question marks, exclamation marks).</p> <p>Spells some common words correctly.</p>	<p>the writing is not clear to the reader.</p> <p>Sometimes uses clear openings and/or endings in writing.</p> <p>Sometimes uses paragraphs to organise ideas.</p> <p>Uses simple or compound sentences joined with 'and' or 'but' and sometimes use complex sentences.</p> <p>Sometimes uses sentence punctuation accurately (capital letters, full stops, question marks, exclamation marks).</p> <p>Spells some common words correctly.</p> <p>Uses mostly appropriate vocabulary and makes some attempt to use vocabulary for effect.</p>	<p>Usually organises writing and ideas into different paragraphs.</p> <p>Usually uses different connectives to organise ideas (e.g. doesn't just use 'and', 'then' or 'but').</p> <p>Usually varies sentence structures by using different openings and lengths for effect (e.g. adverbs: slowly, the door opened).</p> <p>Usually uses some sentence punctuation accurately but makes mistakes punctuating complex sentences and using commas.</p> <p>Usually spells most common words accurately.</p> <p>Usually uses examples of vocabulary for effect.</p>
Skills	Students have an understanding of basic map skills such as 4 figure	Students can use a variety of map skills with assistance. They are	Students are capable of using a variety of map and atlas skills, however these	Students are capable of using a variety of map and atlas skills (i.e. 4 and 6

	<p>grid references, keys/symbols and colour coding</p> <p>Students can identify data sources.</p>	<p>beginning to use to support written work.</p> <p>Students can identify types of data and are beginning to identify trends.</p>	<p>skills usually stand alone and are not incorporated into their written work. Students may identify patterns on maps.</p> <p>Students can identify data and can draw different types of maps and graphs with help. They can identify trends</p>	<p>figure grid reference), and are able to use evidence from maps to support written answers.</p> <p>Students can use data to draw different types of maps and graphs accurately. They can identify trends from data and link to the subject matter.</p>
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Year 8	Emerging	Developing	Secured	Mastered
Development	<p>Identify global scale patterns and how these patterns vary over time and space.</p> <p>Define urbanisation Identify the location of global cities on a world map.</p> <p>Identify an LIC, NIC and HIC.</p> <p>Identify push and pull factors for migration, including international migration.</p>	<p>Describe global scale patterns and how these patterns vary over time and space.</p> <p>Define the concepts of urbanisation and re-urbanisation.</p> <p>Describe location and distribution of global cities.</p> <p>State the reasons for the growth of an LIC, NIC and HIC.</p>	<p>Explain global scale patterns and how these patterns vary over time and space.</p> <p>Describe the concepts of urbanisation and re-urbanisation.</p> <p>Describe the development of global cities over time and the present location and distribution of global cities.</p>	<p>Analyse global scale patterns and draw conclusions about how these patterns vary over time and space.</p> <p>Explain the concepts of urbanisation and re-urbanisation.</p> <p>Explain the development over time of global cities and the present location and distribution of global cities.</p> <p>Evaluate the reasons for the growth of LIC, NIC and HIC. Evaluate the significance of push and</p>

	<p>Identify current challenges to include: addressing poverty and deprivation; housing provision and quality; and infrastructure challenges of transport and waste disposal.</p> <p>Identify strategies which aim to reduce inequality and improve the lives of people living in global cities</p> <p>Identify strategies to create sustainable urban environments in HICs.</p> <p>Use data to state how the Earth's population has risen.</p> <p>Make simple links between population distribution and climate.</p>	<p>Describe the reasons for growth in LICs, NICs and HICs.</p> <p>Describe push and pull factors for rural to urban migration, regional migration and international migration.</p> <p>Describe the resulting ways of life from migration. Identify the social, economic and cultural patterns within the city.</p> <p>Describe current challenges for addressing poverty and deprivation; housing provision and quality; and infrastructure challenges of transport and waste disposal.</p> <p>Describe strategies which aim to reduce inequality and improve the lives of people living in global cities</p> <p>Describe strategies to create sustainable urban environments in HICs.</p>	<p>Explain the reasons for the growth of an LIC, NIC and HIC.</p> <p>Explain push and pull factors for rural to urban migration, regional migration and historic/recent international migration.</p> <p>Explain the resulting ways of life from migration. Explain the social, economic and cultural patterns within the city.</p> <p>Explain current challenges for addressing poverty and deprivation; housing provision and quality; and infrastructure challenges of transport and waste disposal.</p> <p>Explain strategies which aim to reduce inequality and improve the lives of people living in global cities</p> <p>Explain the strategies used to create sustainable</p>	<p>pull factors for rural to urban migration, regional migration and historic/recent international migration. Evaluate the impact of migration. Analyse the social, economic and cultural patterns within the city. Evaluate strategies which aim to reduce inequality and improve the lives of people living in global cities. Evaluate the strategies used to create sustainable urban environments. Draw sophisticated conclusions using data and contextual knowledge. Use data and contextual knowledge to explain why the Earth's population has risen so rapidly. Use data to explain links between population distribution and climate and justify any anomalies.</p>
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		<p>Use data to describe how the Earth's population has risen.</p> <p>Use data to make links between population distribution and climate.</p>	<p>urban environments in an HIC.</p> <p>Use data to explain why the Earth's population has risen so rapidly.</p> <p>Use data to explain links between population distribution and climate</p>	
Rivers and Coasts	<p>Label a diagram that shows how the shape of river valleys changes as rivers flow downstream.</p> <p>Label diagrams that show the formation of some river landforms such as waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</p> <p>Identify examples of Fluvial processes:</p> <ul style="list-style-type: none"> • erosion • transportation • deposition <p>Identify landforms resulting from erosion.</p>	<p>Describe how the shape of river valleys changes as rivers flow downstream. Describe the formation of some river landforms such as waterfalls, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</p> <p>Define Fluvial processes:</p> <ul style="list-style-type: none"> • erosion • transportation • deposition <p>Describe landforms resulting from erosion.</p> <p>Describe landforms resulting from erosion and deposition.</p>	<p>Explain how the shape of river valleys changes as rivers flow downstream. Describe the formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</p> <p>Describe Fluvial processes:</p> <ul style="list-style-type: none"> • erosion • transportation • deposition <p>Explain how landforms result from erosion, erosion and deposition and deposition.</p> <p>Describe an example of a river valley in the UK and its major landforms of erosion and deposition.</p>	<p>Explain, using accurate geographical terminology how the shape of river valleys changes as rivers flow downstream.</p> <p>Explain the formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</p> <p>Explain Fluvial processes:</p> <ul style="list-style-type: none"> • erosion • transportation • deposition <p>Use accurate Geographical terminology to explain how landforms result from erosion, erosion and deposition and deposition.</p>

	<p>Identify landforms resulting from erosion and deposition.</p> <p>Identify landforms resulting from deposition.</p> <p>Identify an example of a river valley in the UK.</p> <p>State reasons why rivers flood.</p> <p>Identify ways rivers can be managed to reduce the risk of flooding.</p> <p>Draw the long profile and changing cross profile of a river and its valley.</p> <p>Formulate an enquiry question for a fieldwork investigation.</p> <p>Identify the type of primary and secondary data that correlates to the enquiry question.</p> <p>Present data collected in a simple form.</p>	<p>Describe landforms resulting from deposition.</p> <p>Identify an example of a river valley in the UK and its major landforms of erosion and deposition.</p> <p>Describe reasons why rivers flood and identify the consequences of flooding.</p> <p>Describe ways rivers can be managed to reduce the risk of flooding.</p> <p>Draw the long profile and changing cross profile of a river and its valley and add simple annotations.</p> <p>Formulate some enquiry questions for a fieldwork investigation and select the most appropriate.</p> <p>Collect primary and secondary data that correlates to the enquiry question.</p> <p>Present data collected in a few ways.</p>	<p>Explain reasons why rivers flood and describe the consequences of flooding.</p> <p>Describe the positives and negatives of a variety of ways rivers can be managed to reduce the risk of flooding.</p> <p>Draw the long profile and changing cross profile of a river and its valley and add descriptive annotations.</p> <p>Formulate some enquiry questions for a fieldwork investigation and select and explain the most appropriate.</p> <p>Collect a series of primary and secondary data that correlates to the enquiry question.</p> <p>Present data collected in a range of ways.</p> <p>Explain conclusions drawn from the data collected</p>	<p>Use Geographical terminology to describe an example of a river valley in the UK and its major landforms of erosion and deposition.</p> <p>Evaluate the relative importance of the reasons why rivers flood and explain the consequences of flooding.</p> <p>Explain the positives and negatives of a variety of ways rivers can be managed to reduce the risk of flooding.</p> <p>Come to an overall judgement as to the best management strategy</p> <p>Draw the long profile and changing cross profile of a river and its valley and detailed annotations.</p> <p>Formulate a range of enquiry questions for a fieldwork investigation and justify the most appropriate.</p>
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	Draw simple conclusions from the data collected that link to the enquiry question.	Draw conclusions from the data collected that links to the enquiry question	that links to the enquiry question	<p>Collect a range of primary and secondary data that correlates to the enquiry question.</p> <p>Present data collected in sophisticated ways.</p> <p>Justify conclusions drawn from the data collected that links to the enquiry question.</p>
<p>Globalisation & Sustainability</p> <p>New: statements under development</p>	<p>Identify a research question</p> <p>Follows an action plan in a limited way to explore a research question</p> <p>Collects and records information, to a limited extent</p> <p>With guidance, reflects on the research process and results, to a limited extent.</p> <p>Communicates information and ideas using basic language</p>	<p>Describes the choice of a research question</p> <p>Partially follows an action plan to explore a research question</p> <p>Uses a method or methods to collect and record some relevant information</p> <p>With guidance, reflects on the research process and results with some depth</p> <p>Communicates information and ideas in a way that is somewhat clear</p>	<p>Describes the choice of a research question in detail</p> <p>Mostly follows an action plan to explore a research question</p> <p>Uses method(s) to collect and record often relevant information</p> <p>Reflects on the research process and results.</p> <p>Communicates information and ideas in a way that is mostly clear</p> <p>Mostly organises information and ideas</p>	<p>Explains the choice of a research question</p> <p>Effectively follows an action plan to explore a research question</p> <p>Uses methods to collect and record consistently relevant information</p> <p>Thoroughly reflects on the research process and results.</p> <p>Communicates information and ideas in a way that is completely clear</p>

	Organises information and ideas to a basic level	Organises information and ideas basically Beginning to list sources in a way that sometimes follows the task instructions.	Lists sources in a way that often follows the task instructions.	Completely organises information and ideas effectively Lists sources in a way that always follows the task instructions.
Geographical Literacy	Requires supportive Task managers to complete literacy tasks Needs to be reminded to use paragraphs to organise ideas. Uses simple or compound sentences joined with 'and' or 'but'. Sometimes uses sentence punctuation accurately (capital letters, full stops, question marks, exclamation marks). Spells some common words correctly.	Ideas are usually in a sensible order but sometimes the direction of the writing is not clear to the reader. Sometimes uses clear openings and/or endings in writing. Sometimes uses paragraphs to organise ideas. Uses simple or compound sentences joined with 'and' or 'but' and sometimes use complex sentences. Sometimes uses sentence punctuation accurately (capital letters, full stops, question marks, exclamation marks).	Writing is usually organised with a clear beginning and ending. Usually organises writing and ideas into different paragraphs. Usually uses different connectives to organise ideas (e.g doesn't just use 'and', 'then' or 'but'). Usually varies sentence structures by using different openings and lengths for effect (eg adverbs: slowly, the door opened). Usually uses some sentence punctuation accurately but makes mistakes punctuating complex sentences and using commas.	Order of ideas and writing is usually clear and logical. Uses clear paragraphs to help organise the content of writing. Uses connectives to link paragraphs to make the direction of ideas and writing clear to the reader. Varies sentence structures and openings to interest the reader (eg subordinate clauses). Punctuates most of sentences clearly and is beginning to use some simple punctuation for effect (exclamation mark). Spells many common words accurately although

		Spells some common words correctly. Uses mostly appropriate vocabulary and makes some attempt to use vocabulary for effect.	Usually spells most common words accurately. Usually uses examples of vocabulary for effect.	sometimes make errors with unfamiliar words. Uses more adventurous and relevant vocabulary for effect.
Skills	Students can use a variety of map skills with assistance. They are beginning to use to support written work. Students can identify types of data and are beginning to identify trends.	Students are capable of using a variety of map and atlas skills, however these skills usually stand alone and are not incorporated into their written work. Students may identify patterns on maps. Students can identify data and can draw different types of maps and graphs with help. They can identify trends	Students are capable of using a variety of map and atlas skills (i.e. 4 and 6 figure grid reference), and are able to use evidence from maps to support written answers. Students can use data to draw different types of maps and graphs accurately. They can identify trends from data and link to the subject matter.	Students are able to use evidence from a full range of OS maps to support answers and give several reasons for patterns seen on maps. Students can use Longitude and Latitude to locate places accurately. Students can make inferences and identify trends from data and are able to draw different types of maps with a high degree of accuracy.

Year 9	Emerging	Developing	Secured	Mastered
Biomes & Glaciation	State how weather and climate is different in different continents. Distinguish between weather and climate.	Describe how weather and climate is different in different continents. Can identify and locate examples of different effects of weather and	Explain why weather and climate is different in different continents. Describe how simple physical and human	Explain with supported examples why weather and climate is different in different continents.

	<p>Use the correct units of measurement of elements of the weather: – temperature (°C): precipitation (mm): wind direction (8 compass points): wind speed (knots).</p> <p>Define global warming.</p> <p>Identify the effects of climate change on one place.</p> <p>Define deforestation and identify strategies to slow the rate of it in tropical rainforest areas.</p>	<p>climate on an environment.</p> <p>Use the correct units of measurement for the elements of the weather and climate temperature (°C): minimum and maximum thermometers; – precipitation (mm): rain gauge; – wind direction (8 compass points): air pressure (mb): barometer;</p> <p>Distinguish between the greenhouse effect and global warming.</p> <p>Describe the effects of climate change on one place.</p> <p>Identify strategies to slow the rate of deforestation in tropical rainforest areas.</p>	<p>processes have changed our planet.</p> <p>Can describe simple patterns of human geography such as population distribution.</p> <p>Can describe the impact of weather and climate on an environment.</p> <p>Use the correct units of measurement for the elements of the weather and climate and describe how it is measured: temperature (°C): minimum and maximum thermometers; – precipitation (mm): rain gauge; – wind direction (8 compass points): wind vane; wind speed (knots)</p> <p>Describe the effects (actual and potential) of climate change on the environment, society and economy using a case study.</p>	<p>Can describe physical processes that shape our world.</p> <p>Can explain the impact of weather and climate on different environments.</p> <p>Can describe how physical processes create different features.</p> <p>Can suggest how physical processes influence human activity.</p> <p>Can explain the impact of weather and climate at different scales.</p> <p>Confidently use the correct units of measurement for the elements of the weather and climate and evaluate the measuring process using correct terminology.</p> <p>Explain the effects (actual and potential) of climate change on the environment, society and economy using a case study.</p>
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			Categorise strategies to slow the rate of deforestation in tropical rainforest areas.	Describe sustainable strategies to slow the rate of deforestation in tropical rainforest areas.
Middle East New: statements under development	<p>Able to use some facts in written work</p> <p>Can locate countries of the Middle East</p> <p>Can identify key physical features of the landscape in the Middle East</p> <p>Can identify key features of life in the Middle East</p>	<p>Able to use relevant facts to make an argument in written work</p> <p>Can describe the location of countries of the Middle East using Geographical terms</p> <p>Can describe key physical features of the landscape in the Middle East using Geographical terms</p> <p>Can describe key features of life in the Middle East using Geographical terms</p>	<p>Able to Explain how the location of countries in the Middle East is impacted by physical location.</p> <p>Able to explain cultural difference in life in the Middle East compared to the West.</p> <p>Can organise knowledge from lessons to make several arguments in written work.</p> <p>Can select and organise detailed information to support findings in written work.</p> <p>Can use keywords in work consistently and accurately (e.g. capitalise places 'Philippines').</p> <p>Most key terms are spelt appropriately</p>	<p>Able to understand how the location of countries in the Middle East is impacted by physical location and to justify their answer</p> <p>Able to understand the cultural difference in life in the Middle East compared to the West and to justify their answer.</p> <p>Can select, organise and deploy a wide-range of knowledge to support analyses and arguments including researched work.</p> <p>Use a range of keywords accurately and confidently in written work which are almost always spelt appropriately.</p> <p>Can utilise own research to demonstrate the scale of</p>

				<p>challenges within geography.</p> <p>Can select, organise and deploy a wide-range of knowledge to support analyses and arguments including researched work.</p>
Geographical Literacy	<p>Ideas are usually in a sensible order but sometimes the direction of the writing is not clear to the reader.</p> <p>Sometimes uses clear openings and/or endings in writing.</p> <p>Sometimes uses paragraphs to organise ideas.</p> <p>Uses simple or compound sentences joined with 'and' or 'but' and sometimes use complex sentences.</p> <p>Sometimes uses sentence punctuation accurately (capital letters, full stops, question marks, exclamation marks).</p>	<p>Writing is usually organised with a clear beginning and ending.</p> <p>Usually organises writing and ideas into different paragraphs.</p> <p>Usually uses different connectives to organise ideas (e.g doesn't just use 'and', 'then' or 'but').</p> <p>Usually varies sentence structures by using different openings and lengths for effect (eg adverbs: slowly, the door opened).</p> <p>Usually uses some sentence punctuation accurately but makes mistakes punctuating complex sentences and using commas.</p>	<p>Order of ideas and writing is usually clear and logical.</p> <p>Uses clear paragraphs to help organise the content of writing.</p> <p>Uses connectives to link paragraphs to make the direction of ideas and writing clear to the reader.</p> <p>Varies sentence structures and openings to interest the reader (eg subordinate clauses).</p> <p>Punctuates most of sentences clearly and is beginning to use some simple punctuation for effect (exclamation mark).</p>	<p>Writing is competently structured into appropriate and coherent paragraphs.</p> <p>Competently uses a variety of effective discourse markers.</p> <p>Organises writing with an effective opening, development and ending.</p> <p>Competently uses a variety of sentence structures to maintain the reader's interest.</p> <p>Punctuates sentences competently and uses a variety of punctuation for effect.</p> <p>Spells the majority of common words</p>

	<p>Spells some common words correctly. Uses mostly appropriate vocabulary and makes some attempt to use vocabulary for effect.</p>	<p>Usually spells most common words accurately.</p> <p>Usually uses examples of vocabulary for effect.</p>	<p>Spells many common words accurately although sometimes make errors with unfamiliar words. Uses more adventurous and relevant vocabulary for effect.</p>	<p>accurately, including some complex words.</p> <p>Uses ambitious vocabulary competently.</p>
Skills	<p>Students are capable of using a variety of map and atlas skills, however these skills usually stand alone and are not incorporated into their written work. Students may identify patterns on maps.</p> <p>Students can identify data and can draw different types of maps and graphs with help. They can identify trends.</p>	<p>Students are capable of using a variety of map and atlas skills (i.e. 4 and 6 figure grid reference), and are able to use evidence from maps to support written answers.</p> <p>Students can use data to draw different types of maps and graphs accurately. They can identify trends from data and link to the subject matter.</p>	<p>Students are able to use evidence from a full range of OS maps to support answers and give several reasons for patterns seen on maps. Students can use Longitude and Latitude to locate places accurately.</p> <p>Students can make inferences and identify trends from data and are able to draw different types of maps with a high degree of accuracy</p>	<p>Students are confident using and comparing a variety of OS maps. They can give various reasons for patterns shown on maps and link these. They use a wide variety of skills. Students can use longitude and latitude references to locate places successfully. They can link Map skills to physical features and impact on human life.</p> <p>Students can draw a range of maps and graphs individually, utilising scale, keys etc. Methods chosen are always appropriate for the information.</p> <p>Students incorporate data to high effect within written work and they can infer</p>

				outcomes from reference sources.
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