



# KS3 ASSESSMENT

Geography

BRAMHALL HIGH SCHOOL

	<b>Acquiring</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastered</b>
	Is beginning to acquire the necessary knowledge for the topic	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
<b>Term 1a</b> Introducing Geography	Able to demonstrate some knowledge of the British Isles and world geography including distinguishing some of the world's oceans and continents. Begin to recognise geographical concepts as human, physical and environmental.	Able to demonstrate a reasonable knowledge of the British Isles and world geography including distinguishing most of the world's oceans and continents, the ability to categorise some geographical concepts into human, physical and environmental.	Able to demonstrate a good knowledge of the British Isles and world geography including distinguishing and locating all of the world's oceans and continents, the ability to categorise most geographical concepts into human, physical and environmental.	Able to demonstrate an extensive knowledge of the British Isles and world geography including distinguishing and locating the world's oceans and continents, providing relevant examples, able to categorise geographical concepts into human, physical and environmental and recognise the complexity of this.
<b>Term 1b</b> Map Skills	Able to demonstrate some knowledge of map skills including the use of simple 4 figure grid references, some basic map symbols and the 4-point compass.	Able to demonstrate a reasonable knowledge of map skills including the use of 4 figure grid references, basic map symbols, straight-line distances and the identification of gradient through contour lines. Able to understand the 8-point compass.	Able to demonstrate a good knowledge of map skills including 4 and 6 figure grid references, interpret the most common map symbols, distance, and simple scale. Able to use contour lines to identify slope gradient and direction finding through the 8-point compass.	Able to demonstrate an extensive knowledge of map skills including 4-figure and 6-figure grid references, more complex map symbols, distance and scale on a variety of sizes and maps. Can use contour lines to identify slope gradient and to visualise topography, and direction finding through the 8-point compass.

<p><b>Term 2a</b> Introduction to tectonics</p> <p>Introduction to geology</p>	<p>Able to demonstrate some knowledge of plate tectonics and geology including some of the basic plate movements and is beginning to describe differences in rocks.</p>	<p>Able to demonstrate a reasonable knowledge of plate tectonics and geology including the basic structure of the earth, an overview of the basic movements at plate boundaries, some basic understanding of the distribution of earthquakes and volcanoes and is starting to identify and describe differences in rock types.</p>	<p>Able to demonstrate a good knowledge of plate tectonics and geology including the structure of the earth, the movement and consequences of this movement at plate boundaries, the distribution of earthquakes and volcanoes and is able to identify and describe differences in rock types and offer some explanations.</p>	<p>Able to demonstrate an extensive knowledge of plate tectonics and geology including the structure of the earth, the detailed movement and consequences of this movement at plate boundaries, the distribution of earthquakes and volcanoes and some specific named examples of plate boundaries. Able to identify, describe and explain differences in rock types and categorise them accordingly.</p>
<p><b>Term 2b</b> Environmental issues</p>	<p>Able to demonstrate some knowledge of environmental issues including the ability to provide limited evidence of climate change and suggest some causes of climate change. Able to describe some of the effects of climate change and suggest a solution to tackle climate change. Able to recognise there are different sources of energy.</p>	<p>Able to demonstrate a reasonable knowledge of environmental issues including the ability to provide at least two pieces of evidence of climate change and some of the causes of climate change. Able to describe the effects of climate change and is beginning to categorise these. Able to provide limited solutions to tackle climate change and can begin to explain the difference between renewable and non-renewable energy sources.</p>	<p>Able to demonstrate a good knowledge of environmental issues including the ability to provide evidence of climate change and some of the human and natural causes of climate change. Able to explain the effects of climate change and can categorise these accordingly. Able to provide a number of solutions to tackle climate change and explain the difference between renewable and non-renewable energy sources and provide some advantages and disadvantages of them.</p>	<p>Able to demonstrate an extensive knowledge of environmental issues including the ability to provide detailed pieces of evidence of climate change and explain both the human and natural causes of climate change. Able to explain the effects of climate change and categorise these into effects on people and on the environment; explain examples of both mitigation and adaptation. Able to explain the difference between renewable and non-renewable energy sources and</p>

				provide advantages and disadvantages of them.
<b>Term 3a</b> Weather and Climate	Able to demonstrate some knowledge of weather and climate including some of the most basic principles, the ability to describe the UKs weather, some weather hazards and some limited effects.	Able to demonstrate a reasonable knowledge of weather and climate including some of the basic principles, the ability to describe and offer some explanations for the UKs weather patterns. Can identify some areas of high and low pressure on surface pressure charts and can describe a range of weather hazards and their effects.	Able to demonstrate a good knowledge of knowledge of weather and climate including the leading principles, the ability to describe and explain the UKs weather patterns. Able to interpret surface pressure charts in order to forecast the weather and can explain a range of weather hazards, their cause and able to categorise their effects.	Able to demonstrate an extensive knowledge of weather and climate including the leading principles and the connections between them, the ability to describe and explain the UKs weather patterns and how they interconnect. Able to interpret surface pressure charts in order to forecast the weather and can explain a range of weather hazards and explain their cause and categorise their effects.
<b>Term 3b</b> Fieldwork	Able to demonstrate some knowledge of Fieldwork including the formulation of a hypothesis / question. Able to collect primary and secondary data. Able to provide some justification for limited aspects of the enquiry.	Able to demonstrate a reasonable knowledge of Fieldwork including the formulation of a suitable hypothesis / question. Able to collect and categorise some primary and secondary data. Able to provide some justification for most aspects of	Able to demonstrate a good knowledge of Fieldwork including the formulation and justification of a relevant and accurate hypothesis / question. Able to identify, collect and categorise both primary and secondary data.	Able to demonstrate an extensive knowledge of Fieldwork including the formulation and justification of a relevant and accurate hypothesis / question. Able to identify, collect and categorise a range of accurate primary and secondary data.

	Able to identify significant trends in the data and suggest a possible method of data presentation. an acceptable data presentation technique. Able to identify some potential areas for improvement.	the enquiry and make connections between some parts of the fieldwork. Provide basic analysis of the data and can suggest an acceptable data presentation technique. Able to create a conclusion and basic evaluation of the fieldwork.	Able to provide explanation and justification for each aspect of the enquiry and make connections between parts of the fieldwork. Provide an accurate analysis of the data and can select the most appropriate data presentation techniques for the specific data. Able to create a valid conclusion linked to the hypothesis and formulate an accurate evaluation of the fieldwork.	Able to provide explanation and justification for each aspect of the enquiry and routinely make connections. Provide a detailed and accurate analysis of the data highlighting trends and anomalous values, and can select the most appropriate data presentation techniques for the specific data. Able to create a detailed and valid conclusion linked to the hypothesis and formulate a detailed and accurate evaluation of the fieldwork.
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	<b>Acquiring</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastered</b>
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
<b>Term 1a</b> Coasts	Able to demonstrate some knowledge of coastal processes, landforms and management including identifying basic differences between waves and simple processes. Begin to recognise and name some coastal landforms. Understand that coasts are managed.	Able to demonstrate a reasonable knowledge of coastal processes, landforms and management including distinguishing between wave types and describing simple processes. Able to identify coastal landforms and suggest processes involved in their formation. Begin to categorise	Able to demonstrate a good knowledge of coastal processes, landforms and management including identifying different wave types and explaining coastal processes. Able to explain the formation of coastal landforms. Able to categorise type of coastal management	Able to demonstrate an extensive knowledge of coastal processes, landforms and management including the ability to explain different wave types and applying coastal processes to explain the formation of coastal landforms. Able to categorise type of coastal management and

		some types of coastal management.	and identify their advantages and disadvantages.	assess their effectiveness at managing coastlines.
<b>Term 1b</b> Ecosystems	Able to demonstrate some knowledge of ecosystems and their characteristics including recognising a food chain and identifying some world biomes. Begin to recognise key characteristics of Tropical Rainforests and deserts and understand that some biomes face challenges.	Able to demonstrate a reasonable knowledge of ecosystems, biomes and their characteristics including distinguishing features of a food chain and identifying most world biomes. Able to describe key characteristics of Tropical Rainforests and deserts and identify some of the challenges facing these biomes.	Able to demonstrate a good knowledge of ecosystems, (biomes) and their characteristics including explaining features of a food chain, recognising food webs and identifying world biomes. Able to explain key characteristics of Tropical Rainforests and deserts and explain some of the challenges facing these biomes.	Able to demonstrate an extensive knowledge of ecosystems, (biomes) and their characteristics including explaining the features and interdependence of food chains and food webs and identifying world biomes with some explanation of their locations. Able to explain key characteristics of Tropical Rainforests and deserts and assess the challenges facing these biomes.
<b>Term 2a</b> Urban World	Able to demonstrate some knowledge of the urban world including the factors that affect the site of settlements. Able to describe some limited challenges that rapid urbanisation can create. Able to suggest some basic reasons that can result in migration. Able to suggest some of the positive and negative aspects of building on	Able to demonstrate a reasonable knowledge of the urban world including the factors that affect the site of settlements. Able to identify and describe challenges that rapid urbanisation can create. Able to identify some basic reasons behind differing types of migration and suggest some challenges that may create.	Able to demonstrate a good knowledge of the urban world including an explanation of the factors that affect the site of settlements. Able to identify and explain challenges that rapid urbanisation can create. Able to identify reasons behind differing types of migration and the challenges that may	Able to demonstrate an extensive knowledge of the urban world including the detailed explanation of factors that affect the site of settlements. Able to identify and explain in detail challenges that rapid urbanisation can create. Able to explain the reasons behind differing types of migration and the challenges

	greenfield and brownfield sites. Able to suggest some simple methods of sustainable urban living.	Can describe some of the changes in industrial sectors and able to explain some of the positive and negative aspects of building on greenfield and brownfield sites. Able to suggest some methods of sustainable urban living.	create. Can explain some of the changes in industrial sectors and able to explain the positive and negative aspects of building on greenfield and brownfield sites. Able to explain methods of sustainable urban living.	that may create. Can explain the changing industrial sectors and causes behind these changes. Able to evaluate positive and negative aspects of building on greenfield and brownfield sites. Able to assess methods of sustainable urban living.
<b>Term 2b</b> Rivers	Able to demonstrate some knowledge of rivers including the ability to describe some basic changes from source to mouth. Understand that different fluvial processes can create different landforms. Able to describe some factors that affect flood risk and identify some strategies to manage floods.	Able to demonstrate a reasonable knowledge of rivers including the ability to describe how a river changes from source to mouth. Understand that fluvial processes are responsible for creating specific river landforms. Able to describe and categorise some factors that affect flood risk and describe some limited strategies to manage floods.	Able to demonstrate a good knowledge of rivers including the ability to describe and explain how a river changes from source to mouth. Able to describe and explain how fluvial processes are responsible for creating specific river landforms. Able to describe, explain and categorise factors that affect flood risk and the different strategies to manage floods.	Able to demonstrate an extensive knowledge of rivers including the ability to describe and explain in detail how a river changes from source to mouth. Able to describe and explain in detail the fluvial processes and how they are responsible for creating specific river landforms. Able to describe, explain and categorise, in detail, factors that affect flood risk and the different strategies to manage floods.

<p><b>Term 3a</b> Antarctica</p>	<p>Able to demonstrate some knowledge of Antarctica including a basic understanding that map projections differ. Able to identify that the North and South Pole have different basic characteristics. Able to describe some challenges that face humans exploring Polar regions. Able to suggest some potential issues in Antarctica.</p>	<p>Able to demonstrate a reasonable knowledge of Antarctica including a basic understanding of why map projections differ. Able to identify some differences in characteristics between polar regions. Able to describe and explain some challenges that face humans exploring Polar regions. Able to describe current issues in Antarctica.</p>	<p>Able to demonstrate a good knowledge of Antarctica including the ability to explain how and why map projections differ. Able to explain differences in characteristics, between polar regions. Able to describe and explain challenges that face humans exploring Polar regions and identify limitations. Able to explain the current issues in Antarctica.</p>	<p>Able to demonstrate an extensive knowledge of Antarctica including the ability to explain how and why map projections differ. Able to describe and explain in detail, differences in characteristics between polar regions. Able to describe and explain challenges that face humans exploring Polar regions and evaluate the limitations of polar travel. Able to assess the current issues in Antarctica.</p>
<p><b>Term 3b</b> Africa</p>	<p>Able to demonstrate some knowledge of Africa including being able to describe some of the major characteristics. Able to describe the basic opportunities and challenges in a hot desert. Able to identify different levels of development within a region of Africa and some basic key human and physical characteristics</p>	<p>Able to demonstrate a reasonable knowledge of Africa including being able to describe the major characteristics. Able to describe and explain the basic opportunities and challenges in a hot desert. Able to describe development within a region of Africa and some of the key human and physical characteristics</p>	<p>Able to demonstrate a good knowledge of Africa including being able to describe and explain the major characteristics. Able to describe and explain opportunities and challenges in a hot desert. Able to compare development within a region of Africa and key human and physical characteristics</p>	<p>Able to demonstrate an extensive knowledge of Africa including being able to assess the major characteristics. Able to evaluate the opportunities and challenges in a hot desert. Able to compare and contrast development within a region of Africa and explain key human and physical characteristics and make connections to other regions.</p>
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	<p>Is beginning to acquire the necessary knowledge for the topic(s)</p>	<p>Is developing the knowledge necessary to understand the topic</p>	<p>Understands the topic and is able to make links using the knowledge</p>	<p>Fully understands the topic and is able to confidently link knowledge.</p>



<p><b>Term 1a</b> Tectonics</p>	<p>Able to demonstrate some knowledge of the structure of the Earth distinguishing between some plate boundaries. Begin to describe a tectonic event such as an earthquake or tsunami.</p>	<p>Able to demonstrate a reasonable knowledge of the structure of the Earth and able to identify the three types of plate boundaries. The ability to describe different tectonic events such as earthquakes or tsunamis. Able to suggest simple methods to reduce risks from tectonic hazards.</p>	<p>Able to demonstrate a good knowledge of the structure of the Earth and describe the movement at the three types of plate boundaries (constructive, conservative, and destructive). The ability to describe and explain different tectonic events such as earthquakes or tsunamis and state the effects that they could have on populations. Able to describe how to reduce risks from tectonic hazards.</p>	<p>Able to demonstrate an extensive knowledge of tectonics including the structure of the Earth, and able to explain movement at the three types of plate boundaries (constructive, conservative, and destructive). and provide named examples of each type. The ability to explain the causes of different tectonic events such as earthquakes or tsunamis and state the effects that they have had on populations using case studies to support answers. Able to assess how to reduce risks from tectonic hazards.</p>
<p><b>Term 1b</b> Glaciation</p>	<p>Able to demonstrate some knowledge of glaciation. Able to describe the basic formation of some erosional and depositional glacial features and suggest some opportunities and challenges associated with glacial landscapes.</p>	<p>Able to demonstrate a reasonable knowledge of glaciation including some glacial processes. Able to describe the formation of some erosional and depositional glacial features and describe some opportunities and challenges associated with glacial landscapes.</p>	<p>Able to demonstrate a good knowledge of glaciation and glacial processes including the processes of erosion and weathering. Able to explain in the formation of erosional and depositional glacial features and explain the opportunities and challenges associated with glacial landscapes.</p>	<p>Able to demonstrate an extensive knowledge of glaciation and glacial processes including the processes of erosion and weathering. Able to explain in detail the formation of erosional and depositional glacial features. Able to analyse the opportunities and challenges associated with glacial landscapes.</p>

<p><b>Term 2a</b> Asia</p>	<p>Able to demonstrate some knowledge of Asia including India and China. Able to describe the relief and population distribution, suggest basic reasons why items are made in China and describe population problems and suggest some basic solutions. Able to describe some basic opportunities and challenges in slums.</p>	<p>Able to demonstrate a reasonable knowledge of Asia including India and China. Able to describe the patterns between relief and population, suggest some basic reasons for China's significance and influence in the global manufacturing industry and describe population problems and suggest some solutions. Able to describe the opportunities and challenges in a squatter settlement.</p>	<p>Able to demonstrate a good knowledge of Asia including India and China. Able to explain the patterns between relief and population, explain reasons for China's significance and influence in the global manufacturing industry and explain population problems and some solutions. Able to explain the opportunities and challenges in a squatter settlement.</p>	<p>Able to demonstrate an extensive knowledge of Asia including India and China. Able to identify and explain the patterns between relief and population, examine reasons for China's significance and influence in the global manufacturing industry and assess population problems and the solutions. Able to evaluate the opportunities and challenges in a squatter settlement.</p>
<p><b>Term 2b</b> Development</p>	<p>Able to demonstrate some knowledge of development including an understanding that parts of the world can be classified according to their level of development. Able to describe limited ways of measuring development and suggest some basic causes of uneven development.</p>	<p>Able to demonstrate a reasonable knowledge of development including an understanding that parts of the world can be classified according to their level of development. Able to describe different ways of measuring development. Able to describe some basic causes and consequences of uneven development. Can suggest basic strategies used to reduce the development gap.</p>	<p>Able to demonstrate a good knowledge of development including the ability to classify parts of the world according to their level of development and explain different ways of measuring development and some limitations. Explain the causes and consequences of uneven development. Able to explain strategies used to reduce the development gap.</p>	<p>Able to demonstrate an extensive knowledge of development including the ability to classify parts of the world according to their level of development and explain and categorise different ways of measuring development and their limitations. Explain and categorise the causes and consequences of uneven development. Able to evaluate the strategies used to reduce the development gap with reference to case study information.</p>

<p><b>Term 3a</b> Russia and the Middle East</p>	<p>Able to demonstrate some knowledge of Russia and the Middle East including some basic understanding of the location of Russia and the Middle East. Able to provide a basic explanation as to why energy is important.</p>	<p>Able to demonstrate a reasonable knowledge of Russia and the Middle East including a basic understanding of the location of Russia and the Middle East. Able to explain the significance of energy and suggest limited reasons as to why it can create conflict.</p>	<p>Able to demonstrate a good knowledge of Russia and the Middle East including the location of Russia and the Middle East. Able to explain the significance of energy and why it can create conflict. Able to explain conflict in the regions.</p>	<p>Able to demonstrate an extensive knowledge of Russia and the Middle East including the basic mapping and location Russia and the Middle East. Able to explain the significance of energy and why it can create conflict and is able to explain links to issues in the regions. Able to assess and explain conflict in the regions.</p>
<p><b>Term 3b</b> Work, rest and play in the U.K.</p>	<p>Able to demonstrate some knowledge of work, rest and play in the U.K. including an understanding that employment in the UK is changing. Able suggest some locations of National Parks in the UK and understands their purpose. Able to suggest some basic potential conflicts that may exist in them. Has a basic understanding that the impacts of hosting major events can be both positive and negative. Can obtain some limited information to help justify a decision.</p>	<p>Able to demonstrate a reasonable knowledge of work, rest and play in the U.K. including being able to categorise most employment sectors and describe how employment in the UK is changing. Able to locate some National Parks in the UK, describe their purpose and some of the conflicts that can arise. Has an understanding that the impacts of hosting major events can be both positive and negative. Can obtain information to help justify a decision.</p>	<p>Able to demonstrate a good knowledge of work, rest and play in the U.K. including being able to categorise employment sectors and suggest how employment in the UK is changing. Able to locate some National Parks in the UK, explain their purpose and some of the conflicts there. Able to discuss the impacts of hosting major sporting events. Can analyse and evaluate information in order to justify a decision.</p>	<p>Able to demonstrate an extensive knowledge of work, rest and play in the U.K. including being able to categorise employment sectors and explain how employment in the UK is changing. Able to locate numerous National Parks in the UK, explain their purpose and can evaluate some of the conflicts there. Able to evaluate the impacts of hosting major sporting events. Can efficiently analyse and evaluate information in order to justify a decision whilst acknowledging different opinions.</p>