

**Year 8 THRESHOLD CRITERIA**

**Geography**

Students will be assessed against either	Knowledge and Understanding		Understanding and Application
	AO1	AO2	A03 & A04
	<b>Knowledge</b> - contextual world knowledge of locations, places and geographical features	<b>Understanding</b> - understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space	<b>Application &amp; Skills</b> - Competence in geographical enquiry the application of skills in observing, collecting, analysing, mapping and communicating geographical information.
<b>EXCELLENT</b>	Have wide detailed knowledge relating to a range of places, environments and features at a variety of spatial scales, extending from local to global.	Explains how physical and human processes result in changes to places. Explains how people's actions can have global impacts on the environment. Explain ways in which places are linked and the impact such links have on people and environments. Make connections between different geographical phenomena they have studied. For example, where present environments can give us the key to past geological events e.g. formation of volcanoes.	Investigates, interprets, makes judgements and draws conclusions about geographical questions, issues and problems, and explains different points of view about these. Begins to evaluate geographical issues and problems. Be able, with increasing independence, to choose and use a range of data. Begins expanding explanation and communicates geographical evidence, ideas and questions with increasing confidence.
<b>PROFICIENT</b>	Have wide knowledge relating to a range of places, environments and features at a variety of spatial scales, extending from local to global. (Focus on national to global level)	Explains how physical and human processes work together. Compares the different ways people damage, protect or improve the environment. Gives reasons for patterns at local, national and international scales. Explains the connections between places, people and environments. For example, managing coastal erosion in Norfolk.	Investigates, interprets, begins to make judgements and draw simple conclusions about geographical questions, issues and problems, and explains different points of view about these. Be able, with some independence, to choose and use a range of data. Begins to explain and communicate geographical evidence, ideas and questions.

<p><b>DEVELOPING</b></p>	<p>Have knowledge relating to a range of places, environments and features at a variety of scales (Mostly local to national).</p>	<p>Describe how physical/human features of places are formed.          Knows that people have different opinions about environments.          Gives some reasons for geographical patterns that may be seen on a map.          Some understanding of the links between places, people and environments.</p>	<p>Investigates, begins to interpret, and makes judgements.          Uses simple statements in beginning to offer a conclusion about geographical questions, issues and problems, and accepts different points of view about these.          Be able, with guidance, to choose and use a variety of data sources.          Describe and begins to communicate geographical evidence, ideas and questions.</p>
<p><b>ACQUIRING</b></p>	<p>Have knowledge relating to places, environments and features at different scales.</p>	<p>Is able to describe a map.          Describes how features of places are formed.          Gives own opinion about the environment.          Begins to use geographical words in context.</p>	<p>Investigates and can make judgements.          Responds to geographical questions, issues and problems, and recognises different points of view about these.          Be able, with guidance, and scaffolding to choose and use data sources.          Can describe and state geographical evidence, ideas and questions.</p>