

Geography Key Performance Indicators: KS3

	AO1: Identify and recall knowledge of place.	AO2: Explain and describe process & concepts	AO3: Interpret and analyse geographical information	AO4: Respond and evaluate to data sources
Excelling	<ul style="list-style-type: none"> - To be able to compare a locations similarities and differences to other countries. - To be able to evaluate reasons for differences between places, considering both Human and Physical Geography. - To be able to combine information from figures, graphs and maps to build a comprehensive explanation of a place. 	<ul style="list-style-type: none"> - To be able to use a full range of geographical language and sequencing to explain how a physical process works. - To be able to use a full range of geographical language and sequencing to explain how human interactions occur and are impacted by physical geography. - To be able to make full links between both physical and human issues and how the environment is impacted through cause and effect. 	<ul style="list-style-type: none"> - To be able to make a decision on an issue using your own analysis of a wide range of materials. - To be able to evaluate a range of opinions or approaches relating to an issue and to make a justified argument. - To be able to pull evidence from multiple sources to be able to back up the argument. - To be able to consider the long term implications and sustainability of a process or an action. - To be able to explain how situations and locations can be inter-dependent. 	<ul style="list-style-type: none"> - To be able to use a range of maps successfully to be able to find and explain geographical features. - To be able to use choropleth mapping, proportional circles and flow maps to be able to evidence geographical processes and make predictions about how places are connected. - To be able to use different sources of data to be able to make links between different geographical issues. - To be able to correctly extract data from compound line graphs and compound bar graphs. - To be able to calculate a percentage increase or decrease.
Secure	<ul style="list-style-type: none"> - To be able to describe places at a local, national and global scale. - To be able to suggest reasons that some locations are different to each other. - To be able to suggest reasons for differences between places, considering both Human and Physical Geography. - Effective use of geographical sources to be able to explain the patterns of distribution. 	<ul style="list-style-type: none"> - To be able to describe human processes and how they can change the features of a place using some geographical language. - To be able to describe physical processes and how they can change the features of a place using some geographical language. - To begin to see links between multiple geographical processes and recognise interconnectedness through cause and effect. 	<ul style="list-style-type: none"> - To make a decision on an issue based on a range of information that has been analysed. - To correctly categorise all information as having social, economic or environmental impacts. - To be able to back up arguments and points with the use of evidence, although each piece is used singularly. - To be able to identify why different stakeholders may have different opinions to each other. - To be able to identify how some issues or processes are interdependent on other factors. 	<ul style="list-style-type: none"> - To be able to use an OS map for scale, identification of land use and topography of the land. - To be able to pull data from a range of geographical sources to use as evidence of an opinion. - To be able to calculate a percentage and to use ratio accurately. - To be able to pull detailed evidence for interpretation from images. - To be able to accurately pull a range of data from a graph.

<p style="text-align: center;">Developing</p>	<ul style="list-style-type: none"> - To be able to apply specific facts about the human or physical Geography of a specific place. - To access geographical sources. - Some understanding of scale and how large different areas are. - To make simple statements about where a place is in relation to others. 	<ul style="list-style-type: none"> - To begin to describe a physical concept or process. - To be able to identify and state basic human processes e.g. migration. - To be able to use some of the correct geographical language to start to explain the process. 	<ul style="list-style-type: none"> - To be able to makes a decision on a geographical topic by looking at a range of information that has been presented. - To start to categorise some of the information as social, economic or environmental. - To be able to offer evidence to back up a positive and negative opinion about the issue. 	<ul style="list-style-type: none"> - To be able to use an OS map for 6-figure grid references and to be able to make simple statements about land use. - To be able to construct a simple bar and line graph, such as a climate graph. - To be able to read a table of data or a simple graph to correctly find data unsupported. - To be able to compare percentages successfully to help make a decision. - To be able to categorise information on data sources.
<p style="text-align: center;">Foundation</p>	<ul style="list-style-type: none"> - To be able to name most of the continents and oceans. - To be able to find a country within a continent. 	<ul style="list-style-type: none"> - To be able to identify basic human and physical Geography processes. - To be able to suggest a way in which these processes or features may change over time. 	<ul style="list-style-type: none"> - To be able to make a decision on a geographical topic based on information given to me. - To be able to identify positive or negatives of a geographical topic. 	<ul style="list-style-type: none"> - To be able to use an OS map for 4-figure grid references. - To be able to use a map or aerial image to identify basic features such as urban, coastal mountain or farmland. - To be able to read data from a table with help.