

Year 7 Geography	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p><b>Attainment Target 1 (AT1)</b></p> <p><u><b>I'm a survivor unit</b></u>            SKILLS: Divided bar charts and analysis</p>	<p>You can successfully draw a divided bar chart, label all axis and include a title. You give a brief description of the evidence shown on your chart.</p>	<p>You can successfully draw a divided bar chart, label all axis and include a title. You give a good description and begin to explain the evidence shown on your chart.</p>	<p>You can successfully draw a divided bar chart, label all axis and include a title. You give a secure description and explain clearly the evidence shown on your chart.</p>	<p>You can successfully draw a divided bar chart, label all axis and include a title. You give a detailed description and explain in detail the evidence shown on your chart, using the PEE structure.</p>
<p><b>Attainment target 2 (AT2)</b></p> <p><u><b>Is this the way to Amarillo unit</b></u>            SKILLS: Describing a grid square</p>	<p>You give a brief description of the OS grid square given. You successfully identify a limited range of key features within the square.</p>	<p>You give a good description of human and physical features found in the grid square. You refer to the location of a range of key features within the square by using either 6-fig refs OR 8-point compass rose.</p>	<p>You give a secure description of human and physical features found in the grid square. You refer to the location of a good range of key features within the square by using a combination of 6-fig refs and at last an 8-point compass rose.</p>	<p>You give a detailed description of human and physical features found in the grid square. You refer to the location of a wide range of key features within the square by using 6-fig refs, 16-point compass rose, height above sea level and other key map skills. You give clear comparison between your grid square and another.</p>
<p><b>Attainment target 3 (AT3)</b></p> <p><u><b>Feeling hot, hot, hot unit</b></u>            DME: Animal adaptation</p>	<p>You give a brief design and description of your animal, using basic annotation.</p>	<p>You give a good design and description of your animal, using some annotation to explain briefly how it adapts to its living conditions. You begin to show a basic justification and evaluation of your creature's design.</p>	<p>You give a secure design and description of your animal, using clear and secure annotation to explain how it adapts to its living conditions. You show clear justification and a good evaluation of your creature's design.</p>	<p>You give a detailed design and description of your animal, using detailed annotation to explain in detail, how it adapts to its living conditions. You show detailed justification and a secure evaluation of your creature's design, using additional evidence to support this.</p>

<p><b>Attainment target 4 (AT4)</b></p> <p><b><u>Incredible India unit</u></b> DME: Is India incredible?</p>	<p>You give a brief description of what India is like. You consider a limited range of data and provide no evidence to support your points.</p>	<p>You give a good description of what India is like, giving basic comparison between it and a range of other nations. You provide basic evidence to support your points.</p>	<p>You give a secure description of what India is like, giving some comparison between it and a good range of other nations. You provide some evidence to support your points.</p>	<p>You give a detailed description of what India is like, giving clear comparison between it and a wide range of other nations. You provide secure evidence to support your points – PEE.</p>
<p><b>Attainment target 5 (AT5)</b></p> <p><b><u>Cry me a river unit</u></b> SKILLS: infiltration rates enquiry.</p>	<p>You successfully draw a basic chart for the enquiry, labelling all axis and include a title. You give a brief description of the evidence shown on your chart and you show a basic understanding how an infiltration enquiry will work.</p>	<p>You successfully draw an appropriate chart for the enquiry, labelling all axis and include a title. You give a good description of the evidence shown on your chart and you begin to explain the evidence shown as well as giving a basic conclusion and evaluation of your findings. You show some understanding how an infiltration enquiry will work, through basic justification of your techniques.</p>	<p>You successfully draw an appropriate chart for the enquiry, labelling all axis and include a title. You give a secure description of the evidence shown on your chart and you explain clearly the evidence shown as well as giving a good conclusion and evaluation of your findings. You show a secure understanding how an infiltration enquiry will work, through clear justification of your techniques.</p>	<p>You successfully draw an appropriate chart for the enquiry, labelling all axis and include a title. You give a detailed description of the evidence shown on your chart and you explain in detail the evidence shown as well as giving a secure conclusion and evaluation of your findings. You show a detailed understanding how an infiltration enquiry will work, through detailed justification of your techniques.</p>

<p><b>Attainment target 6 (AT6)</b></p> <p>Literacy and SPaG</p>	<p>This is done with very basic accuracy, with a very basic and limited range of key specialist terms used. Your SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</p>	<p>This is done with basic accuracy, with a basic and limited range of key specialist terms used. You use the rules of grammar with basic control of meaning and errors at times can hinder meaning overall.</p>	<p>This is done with some accuracy, with a range of key specialist terms used. You use the rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</p>	<p>This is done with reasonable accuracy, with a range of key specialist terms used. You use the rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</p>
<p><b>Attainment target 7 (AT7)</b></p>	<p>Emerging = 0-30%</p>	<p>Developing = 31-50%</p>	<p>Secure = 51-70%</p>	<p>Advanced = 71% and above</p>

Year 8 Geography	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p><b>Attainment Target 1 (AT1)</b></p> <p><u>In the jungle unit</u> DME: Rainforest management debate</p>	<p>You give a good description of what management could be used in the rainforest, giving basic pros and cons of each. You give a brief explanation and basic justification of your overall choice, considering a range of options and provide basic evidence to support your points.</p>	<p>You give a secure description of what management could be used in the rainforest, giving a range pros and cons of each. You give a clear explanation and justification of your overall choice, considering a good range of options and provide some evidence to support your points.</p>	<p>You give a detailed description of what management could be used in the rainforest, giving a wide range pros and cons of each. You give a detailed explanation and justification of your overall choice, using SEE and consider a wide range of options and provide secure evidence to support your points – PEE.</p>	<p>You give a wide ranging and detailed description of what management could be used in the rainforest, giving a wide range of evidenced based pros and cons of each. You give a detailed evidenced based explanation and justification of your overall choice, using SEE. You consider a wide range of options in depth and provide detailed evidence to support your points – PEE. You consider future generations in your decision-making process.</p>
<p><b>Attainment target 2 (AT2)</b></p> <p><u>Moving on up unit</u> SKILLS &amp; DME: Ghana is a poor country because...?</p>	<p>You give a good description of what Ghana is like, giving basic comparison between it and a range of other nations. You provide basic evidence to support your points.</p>	<p>You give a secure description of what Ghana is like, giving some comparison between it and a good range of other nations. You provide some evidence to support your points.</p>	<p>You give a detailed description of what Ghana is like, giving clear comparison between it and a wide range of other nations. You provide secure evidence to support your points as to why</p>	<p>You give a wide range and detailed description of what Ghana is like, giving detailed comparison between it and a wide range of other nations. You provide detailed evidence to support</p>

		your points as to why Ghana is so poor.	Ghana is a poor country – PEE. You securely evaluate what you think is the most important reason why Ghana is poor and why.	your points as to why Ghana is a poor country – PEE. You evaluate in detail what you think are the most important reasons why Ghana is poor and included some of your own independent research to support your ideas.
<p><b>Attainment target 3 (AT3)</b></p> <p><b><u>Oh I do like to be beside the seaside unit</u></b></p> <p>DME: Which coastal management technique is best and why?</p>	You give a good description of what coastal management technique could be along a coastline, giving basic pros and cons of each. You give a brief explanation and basic justification of your overall choice, considering a range of options and provide basic evidence to support your points.	You give a secure description of what coastal management technique could be along a coastline, giving a range of pros and cons of each. You give a clear explanation and justification of your overall choice, considering a good range of options and provide some evidence to support your points.	You give a detailed description of what coastal management technique could be along a coastline, giving a wide range of pros and cons of each. You give a detailed explanation and justification of your overall choice, using SEE and consider a wide range of options and provide secure evidence to support your points – PEE.	You give a wide ranging and detailed description of what coastal management technique could be along a coastline, giving a wide range of evidenced based pros and cons of each. You give a detailed evidenced based explanation and justification of your overall choice, using SEE. You consider a wide range of options in depth and provide detailed evidence to support your points – PEE. You consider future generations in your decision-making process.

<p><b>Attainment target 4 (AT4)</b></p> <p><b><u>Moving on out unit</u></b> DME: The Annie and Rosa Mystery</p>	<p>You give a good description of who Annie and Rosa are, giving basic pros and cons in each set of working conditions. You give a brief explanation and basic justification of your overall choice, when considering why Annie is doing Rosa's job. You provide basic evidence to support your points.</p>	<p>You give a secure description of who Annie and Rosa are, giving a range of pros and cons in each set of working conditions. You give a clear explanation and justification of your overall choice, when considering why Annie is doing Rosa's job. You provide some evidence to support your points.</p>	<p>You give a detailed description of who Annie and Rosa are, giving a wide range of pros and cons in each set of working conditions. You give a detailed explanation and justification of your overall choice as to who is the winner, using SEE factors. You provide secure evidence to support your points - PEE.</p>	<p>You give a wide ranging and detailed description of who Annie and Rosa are, giving a wide range of evidenced based pros and cons in each set of working conditions. You give a detailed evidenced based explanation and justification of your overall choice as to who is the winner, using SEE factors. You provide detailed evidence to support your points - PEE. You consider future generations in your decision-making processes and included some of your own independent research to support your ideas.</p>
<p><b>Attainment target 5 (AT5)</b></p> <p><b><u>Phew, what a scorcher unit</u></b> SKILLS: Microclimate investigation</p>	<p>You successfully draw an appropriate chart for the enquiry, labelling all axis and include a title. You give a good description of what a microclimate is and the evidence shown on</p>	<p>You successfully draw an appropriate chart for the enquiry, labelling all axis and include a title. You give a secure description of what a microclimate is and the evidence shown on</p>	<p>You successfully draw an appropriate chart for the enquiry, labelling all axis and include a title. You give a detailed description of what a microclimate is and the evidence shown on</p>	<p>You successfully draw a highly appropriate and detailed chart for the enquiry, labelling all axis and include a title. You give a wide ranging and detailed description of what a microclimate is and the</p>

	your chart and you begin to explain the evidence shown as well as giving a basic conclusion and evaluation of your findings. You show some understanding how a microclimate enquiry will work, through basic justification of your techniques.	your chart and you explain clearly the evidence shown as well as giving a good conclusion and evaluation of your findings. You show a secure understanding how a microclimate enquiry will work, through clear justification of your techniques.	your chart and you explain in detail the evidence shown as well as giving a secure conclusion and evaluation of your findings. You show a detailed understanding how a microclimate enquiry will work, through detailed justification of your techniques.	evidence shown on your chart. You explain in wide ranging detail the evidence shown as well as giving a detailed conclusion and evaluation of your findings. You show a highly detailed understanding how a microclimate enquiry will work, through detailed justification of your techniques. You included some of your own independent research to support your ideas.
<b>Attainment target 6 (AT6)</b>  Literacy and SPaG	This is done with basic accuracy, with a basic and limited range of key specialist terms used. You use the rules of grammar with basic control of meaning and errors at times can hinder meaning overall.	This is done with some accuracy, with a limited range of key specialist terms used. You use the rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.	This is done with reasonable accuracy, with a range of key specialist terms used. You use the rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.	This is done with considerable accuracy, with a good range of key specialist terms used. You use the rules of grammar with general control of meaning overall.
<b>Attainment target 7 (AT7)</b>	Emerging = 0-30%	Developing = 31-50%	Secure = 51-70%	Advanced = 71% and above

<b>Year 9 Geography</b>	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<b>Attainment Target 1 (AT1)</b> Resource Management <b>SKILL:</b> End of topic exam	0-30%	31-50%	51-70%	71% and above
<b>Attainment target 2 (AT2)</b> UK Physical Landscapes: Rivers <b>SKILL:</b> End of topic exam	0-30%	31-50%	51-70%	71% and above
<b>Attainment target 3 (AT3)</b> Living World: Tropical Rainforests <b>SKILL:</b> End of topic exam	0-30%	31-50%	51-70%	71% and above
<b>Attainment target 4 (AT4)</b> Living World: Hot Deserts <b>SKILL:</b> End of topic exam	0-30%	31-50%	51-70%	71% and above