



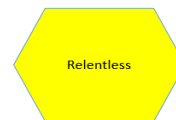
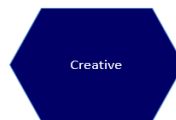
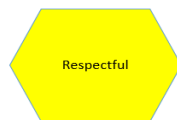
Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

KEY STAGE 3 – WORKING AT - GEOGRAPHY

| Subject | Working Towards | Working At | Working Beyond |
|--------------|--|--|--|
| Geography Y7 | Students achieve many but not all aspects of the Working At criteria | <p>Place location knowledge</p> <ul style="list-style-type: none"> ● Students can identify and describe the location of countries studied. ● Students can describe how places are connected <p>Physical Geography</p> <ul style="list-style-type: none"> ● Students can define and identify features of physical geography e.g. rivers. <p>Human Geography</p> <ul style="list-style-type: none"> ● Students can define Human geography and give examples e.g. urban areas. <p>Fieldwork Skills</p> <ul style="list-style-type: none"> ● Students can interpret OS maps and collect appropriate fieldwork data. ● Students can select basic methods of displaying data and discuss what the data shows ● Students know the sequence of a field work study | Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding. |
| Geography Y8 | Students achieve many but not all aspects of the Working At criteria | <p>Place location knowledge</p> <ul style="list-style-type: none"> ● Students can confidently identify and describe the location of countries studied. ● Students can describe how places are connected and changed over time. <p>Physical Geography</p> <ul style="list-style-type: none"> ● Students can define and identify features of Physical Geography e.g. Rivers and describe how they have changed over time. <p>Human Geography</p> <ul style="list-style-type: none"> ● Students can define Human geography and give examples e.g. urban areas and describe how people have changed this over time. <p>Fieldwork Skills</p> <ul style="list-style-type: none"> ● Students can confidently interpret OS maps. ● Students can consider titles for investigations (possible hypotheses) ● Students know how to collect appropriate fieldwork data. | Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding. |





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|--------------|--|--|--|
| | | <ul style="list-style-type: none"> ● Students can consider appropriate ways of displaying the data. ● Students can start to analyse and draw conclusions from data. ● Students know the sequence of a field work study | |
| Geography Y9 | Students achieve many but not all aspects of the Working At criteria | <p>Place location knowledge</p> <ul style="list-style-type: none"> ● Students can identify and describe the location of countries studied and those boarding. ● Students can describe how places are connected and explain why they have changed over time. <p>Physical Geography</p> <ul style="list-style-type: none"> ● I can define and identify features of Physical Geography e.g. Rivers and describe how they have changed over time and suggest what future changes there could be. <p>Human Geography</p> <ul style="list-style-type: none"> ● I can define Human geography and give examples. e.g urban areas and say how people have changed this over time, both positively and negatively and predict the impacts of future changes. <p>Fieldwork Skills</p> <ul style="list-style-type: none"> ● Students can confidently interpret OS maps ● Students can decide on titles for investigations ● Students know how to collect appropriate fieldwork data ● Students can select appropriate ways of displaying the data. ● Students can analyse the data, draw reasoned conclusions and evaluate. ● Students know what a null hypothesis is. ● Students know the sequence of a field work study | Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding. |

