



**Subject: Geography**  
**Faculty: Humanities**  
**Year Group: 8**

**EXCELLING (-, =, +)**

	<p><b>All of the secure criteria plus:</b></p> <p>Can link type of plate boundary and hazard/risk to place.</p>	<p><b>All of the secure criteria plus:</b></p> <p>Describe the consequences of coastal erosion to the UK tourism industry.          Make links of latitude to climate and biodiversity</p>	<p><b>All of the secure criterion plus:</b></p> <p>Analyse population pyramid data          Explain why LIC's/NIC's have growing populations.</p>
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**SECURE**

	<p align="center"><b>Autumn Term</b></p> <p><b>Assessment strategy:</b>  <u>Class tests and classwork</u>          Plate Margins &amp; types of volcanoes</p>	<p align="center"><b>Spring Term</b></p> <p><b>Assessment strategy:</b>  <u>Class tests and classwork</u>          Plate Margins          Coasts          Rainforests</p>	<p align="center"><b>Summer Term</b></p> <p><b>Assessed strategy:</b>  <u>End of year standardised assessments</u>          Plate Margins          Coasts          Rainforests          Development</p>
<p><b>Pillar 4:Geographic skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Can annotate key processes on plate boundaries.</li> <li>• Calculate plate boundary movement</li> </ul>	<p><b>Everything from term 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Identify coastal features</li> <li>• Accurately annotate coastal processes (longshore drift)</li> <li>• Interpret climate graph data</li> </ul>	<p><b>Everything from terms 1 and 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Can interpret geographical data and maps in conjunction with one another.</li> <li>• Describe changes in population data</li> </ul>
<p><b>Pillar 3 - Human and physical geography</b></p>	<ul style="list-style-type: none"> <li>• Can differentiate between the 4 different plate boundaries.</li> <li>• Can accurately describe sequences that take place at each plate boundary.</li> <li>• Identify why people choose to live in hazardous locations.</li> </ul>	<p><b>Everything from term 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Describe processes that shape coastal landforms (headlands)</li> <li>• Can evaluate the effects of coastal erosion on different groups of people in the UK.</li> <li>• Describe adaptations of animals and plants in the rainforest.</li> </ul>	<p><b>Everything from terms 1 and 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Make links of GNI and development for HIC's and LIC's.</li> <li>• Make links of GNI, high birth rates and life expectancy</li> </ul>
<p><b>Pillar 2 - Place knowledge</b></p>	<ul style="list-style-type: none"> <li>• Identify global places that are at high risk by the movement at plate boundaries.</li> </ul>	<p><b>Everything from term 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Identify that the East coast of England is vulnerable to coastal erosion.</li> </ul>	<p><b>Everything from terms 1 and 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Link employment structures and economic indicators to place.</li> </ul>
<p><b>Pillar 1 - Locational knowledge</b></p>	<ul style="list-style-type: none"> <li>• Can identify the type of plate boundary to place.</li> </ul>	<p><b>Everything from term 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Can make links of living component adaptations</li> </ul>	<p><b>Everything from terms 1 and 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Can identify places on a global map and make links to development.</li> </ul>

**DEVELOPING (-, =, +)**

Not yet secure with all of the criteria set out for the term.