



Subject: Geography
Faculty: Humanities
Year Group: 9

EXCELLING (-, =, +)

	<p>All of the secure criteria plus:</p> <p>Can justify how to tackle development issues that are sustainable in the long term.</p>	<p>All of the secure criteria plus:</p> <p>Can explain long term consequences on groups of people who live in LIC's & NIC's. Evaluate the 1CP in China.</p>	<p>All of the secure criterion plus:</p> <p>Outline relationships between employment and GDP. Justify decisions of causes of flooding according to location.</p>
-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SECURE

	Autumn Term	Spring Term	Summer Term
Pillar 4:Geographic skills and fieldwork	<p>Assessment strategy: <u>Class tests and classwork</u> Problem Solving Issue Child Soldiers</p>	<p>Assessment strategy: <u>Class tests and classwork</u> Child Soldiers Water Crisis Child Labour</p>	<p>Assessed strategy: <u>End of year standardised assessments</u> Development Issues MNC's Rivers</p>
Pillar 3 - Human and physical geography	<ul style="list-style-type: none"> Can identify countries and places where child soldiers are used. Using visual imagery to determine development of places. 	<p>Everything from term 1 plus:</p> <ul style="list-style-type: none"> Making links using a range of data maps and graphs. Interpreting information using choropleth maps, 	<p>Everything from terms 1 and 2 plus:</p> <ul style="list-style-type: none"> Using proportional circles to extract data accurately. Complete graphs of employment data Annotate features of a waterfall.
Pillar 2 - Place knowledge	<ul style="list-style-type: none"> Make links that location can determine development of a country Make links that LIC's and NIC's still recruit child soldiers and how this affects a countries development.. Identify social and economic consequences of development. 	<p>Everything from term 1 plus:</p> <ul style="list-style-type: none"> Describe how child labour and water issues affect the life of children in LIC's. Explain why developing countries in Africa struggle to make economic progress. Recognise that their childhood is different to other children in the world. 	<p>Everything from terms 1 and 2 plus:</p> <ul style="list-style-type: none"> Explain how MNC's have social, economic and environmental consequences. Link geology and land use to the risk of flooding.
Pillar 1 - Locational knowledge	<ul style="list-style-type: none"> Identify continents that have countries that are not fully developed. 	<p>Everything from term 1 plus:</p> <ul style="list-style-type: none"> Identify countries where there are water shortages. Make links that LIC's & NIC's have ongoing issues such as child labour and water shortages. 	<p>Everything from terms 1 and 2 plus:</p> <ul style="list-style-type: none"> Link employment structures and economic indicators to place.

DEVELOPING (-, =, +)

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