

Year 7 Autumn Term Assessment Descriptors – Fantastic Places and Antarctica		
Strong	Demonstrates detailed knowledge of human and physical features across contrasting environments (Svalbard, Easter Island, Death Valley and Antarctica). Makes well-developed comparisons of climate, landforms, population pressures and environmental change. Critically assesses the impacts of human activity, including climate change. Uses precise geographical terminology to explain and compare environments and their challenges.	Uses a wide range of information to accurately locate and describe places using advanced geographical language. Analyses patterns, distribution and change using maps. Accurately constructs and interprets climate graphs to explain place characteristics. Produces sophisticated extended writing with detailed evidence, balanced arguments, effective subject vocabulary and evaluative conclusions
Confident	Explains interactions between human and physical features in Svalbard, Easter Island and Death Valley. Demonstrates secure understanding of geomorphological processes, including waterfall formation. Analyses population change and settlement factors on Easter Island. Describes Antarctica's location and key characteristics, including climate change impacts.	Accurately locates places using atlases and describes location using latitude, longitude, direction, continents and countries. Interprets maps and images to explain human and physical features, including climate change impacts. Draws and analyses climate graphs using TEA (Trends, Evidence, Anomalies). Writes well-structured PEEL paragraphs with relevant evidence and developed explanations.
Developing	Describes human and physical features of Svalbard, Easter Island, Death Valley and Antarctica with some detail. Gives partial explanations of processes such as waterfall formation and population change. Identifies characteristics of environments, including climate, ice and wildlife in Antarctica. Shows some understanding of life in extreme environments, tourism and climate change impacts.	Uses an atlas independently to locate places and describe position using continents, countries and basic latitude/longitude. Uses maps and photographs to describe key human and physical features. Draws and begins to interpret climate graphs, identifying simple trends. Writes structured PEEL paragraphs with basic evidence and explanation.
Emerging	Identifies basic human and physical features of Svalbard, Easter Island, Death Valley and Antarctica. Recognises simple location facts, including Antarctica's position. Shows limited understanding of processes such as waterfall formation and climate conditions. Names environmental features (e.g. deserts, cold climates) with minimal explanation.	Locates places and identifies continents and countries with support. Uses simple directional language to describe location, with limited use of latitude and longitude. Identifies basic human and physical features from maps and photographs. Shows limited ability to interpret maps or climate graphs without support. Writes simple statements and attempts PEEL paragraphs with support.