



Curriculum Map

Year 7, 8, 9

Skills descriptors

Map, Atlas and Fieldwork skills

Understanding and explaining processes

Structure and classifying

Powers of analysis and evaluation

Case study explanation

Year 7 Curriculum Map

| Year / term | Unit of work | Core knowledge | Key concepts / skills |
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| YEAR 7 TERM 1 | 'AROUND THE WORLD IN 80 DAYS' World Geography | <ol style="list-style-type: none"> 1. What is Geography? 2. What are the continents, oceans and regions of the world? 3. Around the world in 80 days - what is our world like? 4. How to use latitude and longitude? | <p>Structure and classifying</p> <p>Structure and classifying</p> <p>Structure and classifying</p> <p>Map, Atlas and fieldwork skills</p> |
| | 'INTO THE FREEZER' The study of Antarctica | <ol style="list-style-type: none"> 1. Where is Antarctica? 2. What is Antarctica like? 3. Who won the race to Antarctica and why? 4. How is Antarctica at risk? 5. What is the future of Antarctica? 6. How does the Antarctic Treaty protect Antarctica? <p>Assessment: Designing a Treaty for Antarctica</p> | <p>Map, Atlas and fieldwork skills</p> <p>Case study explanation</p> <p>Powers of analysis and evaluation</p> <p>Understanding and explaining</p> <p>Powers of analysis and evaluation</p> <p>Powers of analysis and evaluation</p> <p>1. Map, Atlas and fieldwork skills</p> <p>2. Case study explanation</p> <p>3. Understanding and explaining</p> |
| | 'WHERE AM I GOING?' Map Skills | <ol style="list-style-type: none"> 1. What do different map symbols mean? 2. How can you show direction on a map? 3. How can 4 figure grid references show location? 4. How can 6 figure grid references show location? 5. How can distance be shown on a map? 6. How can you show height on a map? <p>Assessment: Planning a walking route</p> | <p>Map, Atlas and fieldwork skills</p> <p>1. Map, Atlas and fieldwork skills</p> |
| YEAR 7 TERM 2 | 'WATER, WATER EVERYWHERE' Fluvial processes and landforms | <ol style="list-style-type: none"> 1. How can we conserve water? 2. How does the water cycle work? 3. What are the key parts of a river's drainage basin? 4. How does a river change from source to mouth? 5. How do features like waterfalls form in the upper course? 6. How do features like meanders form in the middle course? 7. Is the River Nile 'the river of life'? 8. Where is Bangladesh? <p>Assessment: Waterfalls project</p> | <p>Understanding and explaining</p> <p>Understanding and explaining</p> <p>Understanding and explaining</p> <p>Structure and classifying</p> <p>Understanding and explaining</p> <p>1. Understanding and explaining</p> <p>2. Case study explanation</p> <p>Understanding and explaining</p> <p>Powers of analysis and evaluation</p> |

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| | | <p>9. What were the effects of the Bangladesh floods in 2004? 10. How can flooding in Bangladesh be prevented? Assessment: Bangladesh flooding assessment</p> | <p>Case study explanation Structure and classifying Structure and classifying 1. Structure and classifying 2. Case study explanation 3. Map, Atlas and fieldwork skills</p> |
| <p>YEAR 7 TERM 3</p> | <p>'LOCATION, LOCATION, LOCATION' The study of settlement</p> | <p>1. What is a settlement? 2. How is the location for a settlement chosen? 3. What different types and shapes of settlements are there? 4. What are the different zones of a city? Assessment: What are the characteristics of St. Albans CBD?</p> <p>5. To what extent is the rural-urban fringe under pressure? 6. Historic Harpenden - how has Harpenden changed? 7. Has the change in London Docklands been positive? 8. What are megacities and where are they located? 9. Why have megacities grown over time? 10. What is it like to live in a megacity like Mumbai? 11. Are megacities divided places?</p> | <p>Structure and classifying Understanding and explaining Structure and classifying Understanding and explaining 1. Map, Atlas and fieldwork skills 2. Understanding and explaining 3. Powers of analysis and evaluation Powers of analysis and evaluation Understanding and explaining Powers of analysis and evaluation Map, Atlas and fieldwork skills Understanding and explaining Case study explanation Structure and classifying</p> |

Year 8 Curriculum Map



| Year / term | Unit of work | Core knowledge | Key concepts / skills |
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| <p>YEAR 8 TERM 1</p> | <p>‘MONEY MAKES THE WORLD GO ROUND’</p> <p>Economic activity</p> | <ol style="list-style-type: none"> 1. What are economic activities? 2. What is the History of economic activity? 3. Are quarries good or bad? 4. Quarry role-play: What conflicts can quarries cause? <p>Assessment: Are quarries good or bad?</p> <ol style="list-style-type: none"> 5. What is the distribution of farming in the UK 7. What is hill sheep farming like in Snowdonia? 8. How has farming changed over time? 9. Where is the best place to build a factory? 10. How can the ideal site of an industry change over time? 11. Why has secondary industry gone into decline in the UK? 12. How has secondary industry ‘gone global’? 13. What are sweatshops? 14. The globalisation of industry: good or bad? <p>Assessment: What are the impact of TNCs?</p> | <p>Structure and classifying</p> <p>Structure and classifying</p> <p>Powers of analysis and evaluation</p> <p>Powers of analysis and evaluation</p> <ol style="list-style-type: none"> 1. Powers of analysis and evaluation 2. Structure and classifying 3. Case study explanation <p>Understanding and explaining</p> <p>Case study explanation</p> <p>Understanding and explaining</p> <p>Powers of analysis and evaluation</p> <p>Understanding and explaining</p> <p>Understanding and explaining</p> <p>Understanding and explaining</p> <p>Powers of analysis and evaluation</p> <p>Structure and classifying</p> <ol style="list-style-type: none"> 1. Understanding and explaining 2. Powers of analysis and evaluation 3. Case study explanation |
| <p>YEAR 8 TERM 2</p> | <p>‘THREATENED PLANET’</p> <p>Environmental concerns</p> | <ol style="list-style-type: none"> 1. What are environmental concerns? 2. How do local actions have global impacts? 3. Why are some species like the orang-utan endangered? <p>Assessment: Endangered species</p> <ol style="list-style-type: none"> 4. What are coral reefs and why are they under threat? 5. How does air pollution lead to global warming? 6. What can we do about the threat of global warming? 7. What is renewable and non-renewable energy? | <p>Structure and classifying</p> <p>Understanding and explaining</p> <p>Case study explanation</p> <ol style="list-style-type: none"> 1. Case study explanation 2. Structure and classifying 3. Powers of analysis and evaluation 4. Map, Atlas and fieldwork <p>Powers of analysis and evaluation</p> <p>Understanding and explaining</p> <p>Understanding and explaining</p> <p>Structure and classifying</p> |

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| | | 8. What are the features of an eco-home? Assessment: Eco-homes | Powers of analysis and evaluation 1. Understanding and explaining 2. Powers of analysis and evaluation |
| YEAR 8 TERM 3 | 'HUMAN TRAFFIC' Population and migration | 1. How is population distributed around the world? 2. How is population distributed in the UK? 3. How has world population growth changed over time? 4. What is population growth like in Tanzania? 5. How do population pyramids show population structure? 6. What is the demographic transition model? 7. What population problems are there in LEDCs? 8. How have the Chinese controlled their population? 9. What population problems are there in MEDCs? Assessment: Global population issues 10. How do push and pull factors influence migration? 11. Why is migration from Mexico to the USA so rapid? 12. Are there migration problems in the UK? Assessment: Migration | Map, Atlas and fieldwork skills Map, Atlas and fieldwork skills Understanding and explaining Case study explanation Understanding and explaining Understanding and explaining Powers of analysis and evaluation Case study explanation Understanding and explaining 1. Understanding and explaining 2. Powers of analysis and evaluation 3. Case study explanation Understanding and explaining Case study explanation Case study explanation 1. Powers of analysis and evaluation 2. Structure and classifying 3. Case study explanation |

Year 9 Curriculum Map

| Year / term | Unit of work | Core knowledge | Key concept / skills |
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| YEAR 9 TERM 1 | 'RESTLESS EARTH' Tectonic activity | 1. What are natural hazards? 2. How is the Earth structured? 3. What is the theory of plate tectonics? 4. What are the different types of plate boundaries? 5. What are the features of a volcano? 6. What are the impacts of a volcanic eruption? 7. What was the eruption of Pompeii like? Assessment: Pompeii Diary 8. What was the eruption of Mount St Helens like? 9. What are earthquakes? 10. What was the Kobe/Haiti earthquake like? Assessment: Why did so many die in the Kobe earthquake? 11. Why do tsunamis happen? 12. What was the Boxing Day tsunami of 2004 like? 13. Is the world a more dangerous place? | Structure and classifying Understanding and explaining Understanding and explaining Understanding and explaining Understanding and explaining Understanding and explaining Case study explanation Case study explanation Understanding and explaining Case study explanation Understanding and explaining Case study explanation Map, Atlas and fieldwork Understanding and explaining Structure and classifying Case study explanation Powers of analysis and evaluation Understanding and explaining Case study explanation Powers of analysis and evaluation |
| | 'ICE, ICE BABY' Glaciation | 14. How has the global climate changed over time? 15. How does ice shape the landscape? 16. What are landforms of glacial erosion? 17. How does ice shape the landscape? 18. What happens when the ice melts? 19. How do humans use glacial areas for tourism? | Powers of analysis and evaluation Understanding and explaining Understanding and explaining Understanding and explaining Understanding and explaining Powers of analysis and evaluation |
| | 'OH I DO LIKE TO BE BESIDE THE SEASIDE' The Coastal Zone | 20. How do waves erode the coast? 21. How is material transported and deposited? 22. How do humans manage the coastline? Assessment: The Dorset Coastline | Understanding and explaining Understanding and explaining Powers of analysis and evaluation Map, Atlas and fieldwork Understanding and explaining Structure and classifying Case study explanation Powers of analysis and evaluation |
| YEAR 9 TERM 2 | 'RICH WORLD POOR WORLD' Development | 1. What is development? 2. Can patterns of development be identified? 3. What is behind the development gap? 4. How does trade and aid influence development? | Understanding and explaining Map, Atlas and fieldwork Powers of analysis and evaluation Understanding and explaining |

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| | | <p>5. What is sustainable development? 6. Why is Africa so poor? 7. How can Fairtrade break the cycle of poverty? 8. Why is Babati in need of aid? Assessment: Babati levelled task</p> <p>9. To what extent is Asia a diverse continent? 10. What are NICs and what are the secrets of their success? 11. What are the factors that influenced the rise of China? 12. What are the factors that influenced the rise of India? Assessment: Enter the Dragon or the Tiger awakens?</p> | <p>Understanding and explaining Powers of analysis and evaluation Case study explanation Case study explanation Understanding and explaining Structure and classifying Case study explanation Powers of analysis and evaluation Map, Atlas and fieldwork Understanding and explaining Understanding and explaining Understanding and explaining Understanding and explaining Structure and classifying Case study explanation Powers of analysis and evaluation</p> |
| YEAR 9 TERM 3 | 'WHY DOES IT ALWAYS RAIN ON ME?' Weather and climate | <p>1. What are the different climate zones? 2. What are the factors that influence climate? 3. What layers make up the atmosphere? 4. What is the UK's climate like? 5. Why does it rain? 6. How is the UK's weather influenced by air masses? 7. What are tropical cyclones and where do they form? 8. What are the impacts of tropical cyclones on people? Assessment: Cyclone projects</p> | <p>Map, Atlas and fieldwork Understanding and explaining Case study explanation Structure and classifying Case study explanation Powers of analysis and evaluation</p> |
| | 'IN THE JUNGLE, THE MIGHTY JUNGLE' Ecosystems | <p>9. What are the factors affecting the global distribution of ecosystems? 10. How does the rainforest work? 11. What are the threats to the tropical rainforests? 12. How is the forest used by indigenous people? Assessment: Jungle Journals</p> <p>13. What are Africa's hot deserts like? 14. How do humans adapt to survive in the desert? 15. What are savannah grasslands like? 16. Why is safari tourism so popular in Africa? 17. Is tourism beneficial to LDCs in Africa? 18. What are the features of ecotourism?</p> | <p>Understanding and explaining Understanding and explaining Powers of analysis and evaluation Case study explanation Map, Atlas and fieldwork Understanding and explaining Case study explanation Powers of analysis and evaluation Case study explanation Powers of analysis and evaluation Understanding and explaining Powers of analysis and evaluation Case study explanation Understanding and explaining</p> |

Geography – Map, Atlas and Fieldwork skills



YEAR 9

YEAR 8

YEAR 7

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| | | <p>MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 9 student.</p> |
| | <p>MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 8 student.</p> | <p>MASTERING Students are capable of using a wide range of map and fieldwork skills and are confident using and comparing maps and graphs. They offer various reasons for patterns shown and can link these employing a wide variety of skills.</p> |
| <p>MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 7 student.</p> | <p>MASTERING Students are capable of using a wide range of map and fieldwork skills and can use evidence from maps and fieldwork to support written answers and to give several reasons for patterns they have identified.</p> | <p>SECURING Students are capable of using a wide range of map and fieldwork skills and can use evidence from maps and fieldwork to support written answers and to give several reasons for patterns they have identified.</p> |
| <p>MASTERING Students are capable of using a variety of map, atlas and fieldwork skills and are able to use evidence from these to support written answers. Students may provide reasons for patterns on maps or fieldwork data.</p> | <p>SECURING Students are capable of using a variety of map, atlas and fieldwork skills and are able to use evidence from these to support written answers. Students may provide reasons for patterns on maps or fieldwork data.</p> | <p>DEVELOPING Students are capable of using a variety of map, atlas and fieldwork skills and are able to use evidence from these to support written answers. Students may provide reasons for patterns on maps or fieldwork data.</p> |
| <p>SECURING Students are capable of using a variety of map, atlas and fieldwork skills; data from maps and fieldwork may be used to support written work. Students may identify patterns on maps and in fieldwork data.</p> | <p>DEVELOPING Students are capable of using a variety of map, atlas and fieldwork skills; data from maps and fieldwork may be used to support written work. Students may identify patterns on maps and in fieldwork data.</p> | <p>ACQUIRING Students are capable of using a variety of map, atlas and fieldwork skills; data from maps and fieldwork may be used to support written work. Students may identify patterns on maps and in fieldwork data.</p> |
| <p>DEVELOPING Students can confidently use a variety of map and fieldwork skills (some more complex) however, they do not use them as well to support written work.</p> | <p>ACQUIRING Students can confidently use a variety of map and fieldwork skills (some more complex) however, they do not use them as well to support written work.</p> | |
| <p>ACQUIRING Students have an understanding of basic map and fieldwork skills such as 4 figure grid references and pedestrian counts.</p> | | |

YEAR 9

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| | YEAR 8 | MASTERING + Students understand and can explain processes in geography to a level which is beyond the expectations of a year 9 student. |
| YEAR 7 | MASTERING + Students understand and can explain processes in geography to a level which is beyond the expectations of a year 8 student. | MASTERING Students show a developed understanding of how physical, human and/or environmental processes can change the world around them through space and time. Students utilise key terminology fully to explain these processes with clarity and the impact of these processes upon the world around them. Diagrams are very well annotated and used to further develop and clarify written explanations |
| MASTERING + Students understand and can explain processes in geography to a level which is beyond the expectations of a year 7 student. | MASTERING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them through space and time. Students utilise key terminology to explain these processes with clarity and begin to explain the impact of these processes on the world around them. Diagrams are drawn which develop and assist their written explanations. | SECURING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them through space and time. Students utilise key terminology to explain these processes with clarity and begin to explain the impact of these processes on the world around them. Diagrams are drawn which are well annotated and referred to in their text. |
| MASTERING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them at various timescales. Students apply key terminology which demonstrates their level of understanding. Diagrams are well used and annotated. | SECURING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them at various timescales. Students apply key terminology which demonstrates their level of understanding. Diagrams are well used and annotated. | DEVELOPING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them at various timescales. Students apply key terminology which demonstrates their level of understanding. Diagrams are well used and annotated. |
| SECURING Students show an understanding of how physical, human and/or environmental processes can change the world around them at varying time scales. Students begin to make use of key terminology to explain these processes. Diagrams support written explanations but lack detailed annotations. | DEVELOPING Students show an understanding of how physical, human and/or environmental processes can change the world around them at varying time scales. Students begin to make use of key terminology to explain these processes. Diagrams support written explanations but lack detailed annotations. | ACQUIRING Students show an understanding of how physical, human and/or environmental processes can change the world around them at varying time scales. Students begin to make use of key terminology to explain these processes. Diagrams support written explanations but lack detailed annotations. |
| DEVELOPING Students begin to show an understanding of how simple physical, human and/or environmental processes change the world around them though are unlikely to apply key terms. Diagrams are unclear or do not add much additional information. | ACQUIRING Students begin to show an understanding of how simple physical, human and/or environmental processes change the world around them though are unlikely to apply key terms. Diagrams are unclear or do not add much additional information. | |
| ACQUIRING Students are able to briefly describe or define physical, human and/or environmental processes. Little understanding of these key processes is shown. Diagrams may be attempted. | | |

YEAR 9

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| | | YEAR 8 | | MASTERING + Students are capable of showing structure in their work and classification skills which are beyond the expectations of a year 9 student |
| | | MASTERING + Students are capable of showing structure in their work and classification skills which are beyond the expectations of a year 8 student. | MASTERING Students are capable of classifying reasons or impacts as social, economic, environmental and political or primary and secondary. Students may combine these classifications and link effects (i.e. this primary effect led to a secondary). An introduction, main body and conclusion is used to give their work a clear sense of structure, with topic sentences frequently used to carefully structure their work | |
| YEAR 7 | | MASTERING + Students are capable of showing structure in their work and classification skills which are beyond the expectations of a year 7 student. | MASTERING Students correctly classify reasons/ effects as social, economic, environmental and political and clearly explain this classification. Longer answers use this classification as a means to structure their work. Students may begin to link the effects of different reasons / effects. An introduction, main body and conclusion is used to give their work structure, whilst topic sentences also begin to be employed | SECURING Students correctly classify reasons/ effects as social, economic, environmental and political and clearly explain this classification. Longer answers use this classification as a means to structure their work. Students may begin to link the effects of different reasons / effects. An introduction, main body and conclusion is used to give their work structure, whilst topic sentences also begin to be employed |
| MASTERING Students are able to classify reasons / effects e.g. as social, economic and environmental and provide reasons for their classification. Longer answers attempt to use classification as a means to structure their work. An introduction, main body and conclusion is used to give their work a clear sense of structure. | SECURING Students are able to classify reasons / effects e.g. as social, economic and environmental and provide reasons for their classification. Longer answers attempt to use classification as a means to structure their work. An introduction, main body and conclusion is used to give their work a clear sense of structure. | DEVELOPING Students are able to classify reasons / effects e.g. as social, economic and environmental and provide reasons for their classification. Longer answers attempt to use classification as a means to structure their work. An introduction, main body and conclusion is used to give their work a clear sense of structure. | | |
| SECURING Students can classify into groups such as physical, human and environmental. Students begin to give reasons for their classification. Classification is not used to structure work. An introduction, main body and conclusion is attempted as a means to structure their work. | DEVELOPING Students can classify into groups such as physical, human and environmental. Students begin to give reasons for their classification. Classification is not used to structure work. An introduction, main body and conclusion is attempted as a means to structure their work. | | ACQUIRING Students can classify into groups such as physical, human and environmental. Students begin to give reasons for their classification. Classification is not used to structure work. An introduction, main body and conclusion is attempted as a means to structure their work. | |
| DEVELOPING Students attempt to classify e.g. human, physical and environmental but no real justification or reasons are given. Students write in paragraphs to help structure and organise their work. | ACQUIRING Students attempt to classify e.g. human, physical and environmental but no real justification or reasons are given. Students write in paragraphs to help structure and organise their work. | | | |
| ACQUIRING Limited examples of reasons / impacts are given with minimal attempt to classify. There is no real sense of structure in written work. | | | | |

Geography – Powers of analysis and evaluation



YEAR 9

YEAR 8

YEAR 7

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| | | <p>MASTERING + Students are capable of showing powers of analysis and evaluation to a level which is beyond the expectations of a year 9 student.</p> |
| | <p>MASTERING + Students are capable of showing powers of analysis and evaluation to a level which is beyond the expectations of a year 8 student.</p> | <p>MASTERING Students are capable of judging the relevance and importance of many factors/ideas involved in an issue as well as weighing up and balancing ideas and views. Detailed conclusions are drawn and students manipulate information to support their points clearly stating the reasoning for their ideas.</p> |
| <p>MASTERING + Students are capable of showing powers of analysis and evaluation to a level which is beyond the expectations of a year 7 student.</p> | <p>MASTERING Students can judge the relevance and importance of several contributing factors/ideas drawing valid conclusions supported by factual evidence. Their written work balances information from a range of sources with suggestion of their reasoning.</p> | <p>SECURING Students can judge the relevance and importance of several contributing factors/ideas drawing valid conclusions supported by factual evidence. Their written work balances information from a range of sources with suggestion of their reasoning.</p> |
| <p>MASTERING Students can identify the key factor or idea in a given issue. Their written work begins to weigh up and balance views/ideas. Conclusions are drawn but are supported by limited evidence. Reasons begin to be offered for their thinking.</p> | <p>SECURING Students can identify the key factor or idea in a given issue. Their written work begins to weigh up and balance views/ideas. Conclusions are drawn but are supported by limited evidence. Reasons begin to be offered for their thinking.</p> | <p>DEVELOPING Students can identify the key factor or idea in a given issue. Their written work begins to weigh up and balance views/ideas. Conclusions are drawn but are supported by limited evidence. Reasons begin to be offered for their thinking.</p> |
| <p>SECURING Students are able to identify the key factor or opinion being expressed. They can offer a range of factors or opinions but answers may lack balance. They draw simple conclusions without supporting evidence or reasoning.</p> | <p>DEVELOPING Students are able to identify the key factor or opinion being expressed. They can offer a range of factors or opinions but answers may lack balance. They draw simple conclusions without supporting evidence or reasoning.</p> | <p>ACQUIRING Students are able to identify the key factor or opinion being expressed. They can offer a range of factors or opinions but answers may lack balance. They draw simple conclusions without supporting evidence or reasoning.</p> |
| <p>DEVELOPING Students can identify the most important factor from a list and begin to offer conclusions which may lack evidence and/or reasoning.</p> | <p>ACQUIRING Students can identify the most important factor from a list and begin to offer conclusions which may lack evidence and/or reasoning.</p> | |
| <p>ACQUIRING Students provide a limited list of factors or ideas associated with the issue. Students describe the information.</p> | | |

Geography – Case study explanation



YEAR 9

YEAR 8

YEAR 7

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| | | <p>MASTERING + Students are capable of using case studies to exemplify and contrast to a level which is beyond the expectations of a year 9 student.</p> |
| | <p>MASTERING + Students are capable of using case studies to exemplify and contrast to a level which is beyond the expectations of a year 8 student.</p> | <p>MASTERING Students carefully select appropriate and key case study information, provide explanations and categorise information (i.e. S, E, E or Primary vs Secondary). Positive and/or negative points are presented in a balanced way and contrasted with each other. There is implicit reference to the scale of the case study</p> |
| <p>MASTERING + Students are capable of using case studies to exemplify and contrast to a level which is beyond the expectations of a year 7 student.</p> | <p>MASTERING Students appropriately use case study information to answer the question and provide comparative data when possible. Explanations for differences are given. There is an appreciation of positive and negative points linked to the case study as well as a sense of scale (global, national, local).</p> | <p>SECURING Students appropriately use case study information to answer the question and provide comparative data when possible. Explanations for differences are given. There is an appreciation of positive and negative points linked to the case study as well as a sense of scale (global, national, local).</p> |
| <p>MASTERING Students use various pieces of case study information, they link these and provide explanations for these facts.</p> | <p>SECURING Students use various pieces of case study information, they link these and provide explanations for these facts.</p> | <p>DEVELOPING Students use various pieces of case study information, they link these and provide explanations for these facts.</p> |
| <p>SECURING Students provide case study information and begin to offer information and link explanations.</p> | <p>DEVELOPING Students provide case study information and begin to offer information and link explanations.</p> | <p>ACQUIRING Students provide case study information and begin to offer information and link explanations.</p> |
| <p>DEVELOPING Students provide various pieces of case study information, but none are linked or explained.</p> | <p>ACQUIRING Students provide various pieces of case study information, but none are linked or explained.</p> | |
| <p>ACQUIRING Students may use a singular piece of information from a case study.</p> | | |