Geography Grade Descriptors

Department vision

We seek to teach powerful geography to inspire our students to be interested and curious about their knowledge of the dynamic world they are connected to.

National Curriculum

Aims The national curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

* understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

* are competent in the geographical skills needed to:

> *** collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical Processes**

> *** interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)**

> ***communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length**

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Topic and AO	1	2	3	4	5	6	6+
Locational knowledge * extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities **Geographical skills and fieldwork** * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field	Locations are described in simple statements. Identifies some continents / oceans / countries / geographical features on a map. Spells place names with little accuracy Uses little capital letters for place names Beginning to use atlas to find locations	Locations are described in simple sentences starting to use correct order (hemisphere, continent, country, neighbouring country, ocean / sea and uses compass directions. Identifies most continents / oceans / countries / geographical features on a map Spells place names with some accuracy Uses some capital letters for place name Uses the index accurately in an atlas find a location and can find some longitude and latitudes and identifies with some symbols	Locations are described in sentences that are in the correct order (hemisphere, continent, country, neighbouring country, ocean / sea and uses compass directions. Identifies all continents / oceans / countries / geographical features on a map. Spells place names correctly Uses capital letters for all place name Accurately uses the atlas to find locations, longitude and latitudes and uses the symbols	Places that have been studied in lessons are accurately described in sentences that are in the correct order (hemisphere, continent, country, neighbouring country, ocean / sea and uses compass directions with little use of the atlas. Identifies all countries that make up the UK and some major geographical features on a map. Spells place names correctly Uses capital letters for all place name Accurately uses the atlas to find locations, and starting to use data sets	Most places that have been studied in lessons are accurately described in sentences that are in the correct order (hemisphere, continent, country, neighbouring country, ocean / sea and uses compass directions with no use of the atlas. Identifies all countries and capitals that make up the UK and most major cities geographical features on a map. Spells place names correctly Uses capital letters for all place name Accurately uses the atlas to find locations, and starting to use data sets and other maps and beginning to use in work	All places that have been studied in lessons are accurately described in sentences that are in the correct order (hemisphere, continent, country, neighbouring country, ocean / sea and uses compass directions with no use of the atlas. Identifies all countries and capitals that make up the UK and all major cities and geographical features on a map. Spells place names correctly Uses capital letters for all place name Independently uses the atlas to find and use supporting evidence	Some places that have not been studied in lessons are accurately described in sentences that are in the correct order (hemisphere, continent, country, neighbouring country, ocean / sea and uses compass directions with no use of the atlas. Identifies all countries and capitals that make up the UK and all major cities and geographical features on a map plus other areas and features Spells place names correctly Uses capital letters for all place name Independently and accurately uses the atlas to find variety of information and uses it extensively as supporting evidence

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Place Knowledge * understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia	Identifies some of the human and physical geography of different places based on study of a region within Africa, and a region within Asia Identifies some of the similarities and differences between places based on study of a region within Africa, and a region within Asia	Describes some similarities and differences between the places studied based on study of a region within Africa, and a region within Asia Starting to apply some of this understanding to other contexts. Begins to describe cause and or impacts of similarities and differences based on study of a region within Africa, and a region within Asia	Describes in detail and with some range the similarities and differences between the places studied, based on study of a region within Africa, and a region within Asia and is beginning to make links between them. Detail in applying understanding Ing to some contexts. Describes cause and or impacts of similarities and differences based on study of a region within Africa, and a region within Asia	Begins to explain the similarities and differences between places based on study of a region within Africa, and a region within Asia, and detail in showing understanding there are complex interconnections between them. Detail in applying understanding to a range of contexts. Beginning to explain the cause and or impacts of similarities and differences based on study of a region within Africa, and a region within Asia	Explains the similarities and differences between places based on study of a region within Africa, and a region within Asia and detail in showing understanding there are complex interconnections between them. Detail in applying understanding to a range of contexts. Explains in detail the cause and or impacts of similarities and differences based on study of a region within Africa, and a region within Asia	Begins to analyse the similarities and differences between places, based on study of a region within Africa, and a region within Asia and detail in showing understanding there are complex interconnections between them. Detail in applying understanding to a range of contexts. Begins to analyse the cause and or impacts of similarities and differences based on study of a region within Africa, and a region within Asia	Analyses the similarities and differences between places, based on study of a region within Africa, and a region within Asia, and detail in showing understanding there are complex interconnections between them. Detail in applying understandinging to a range of contexts. Analyses the cause and or impacts of similarities and differences based on study of a region within Africa, and a region within Asia

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human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources * understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	Identifies human geography Identifies human geographical patterns Beginning to use categories (SEE) Explain - makes a statement Identifies geographical case studies	Describes human geography patterns / processes /systems Applies categories (SEE) to some understanding Starts using because (BLT) in explanations with some accurate Geography. Limited application of human geography understanding to case studies	Describes in detail a wide range of patterns / processes /systems that relate to human geography Applies categories (SEE) to a variety of understanding Accurately uses because (BLT) in explanations and starts using leads to with accurate Geography and starts to use examples. Applies some understanding of human geography to case studies and starts to use facts and figure as evidence	Begins to explain a wide range of patterns / processes /systems that relate to human geography with the use of examples. Applies categories (SEE) to a variety of understanding and starts to make links between concepts Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of examples. Applies accurate understanding of human geography to case studies and uses facts and figure as evidence	Explains in detail a wide range of patterns / processes /systems that relate to human geography with the use of many examples Begins to apply more than one categorary (SEE) (where applicable) to a variety of understanding and make links between human and physical concepts Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of many examples and makes links between human and physical concepts. Applies accurate detailed understanding of human geography to case studies and uses facts and figure as evidence	Begins to analyses a wide range of patterns / processes /systems that relate to human geography with the use of many examples Applies more than one categorary (SEE) (where applicable) to a variety of understanding and make links between human and physical concepts. Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of many examples and makes links between human and physical concepts and starts to explain the counter argument (balance). Applies accurate detailed understanding of human geography to case studies and uses facts and figure as evidence and uses categories (SEE).	Analyses a wide range of patterns / processes /systems that relate to human geography with the use of many examples All categories (SEE) applied consistenlty throughout all work to a variety of understanding and make links between human and physical concepts and starting to give balance to arguments Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of many examples and makes links between human and physical concepts and brings some of the counter argument (balance). Applies accurate detailed understanding of human geography to case studies and uses facts and figure as evidence as evidence and uses categories (SEE). Starts to use the counter argument.

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physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts * understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	Identifies physical geography Identifies physical geographical patterns Beginning to use categories (SEE) Explain - makes a Identifies geographical case studies	Describes physical geography patterns / processes /systems Applies categories (SEE) to some understanding Starts using because (BLT) in explanations with some accurate Geography Limited application of physical geography understanding to case studies	Describes in detail a wide range of patterns / processes /systems that relate to physical geography Applies categories (SEE) to a variety of understanding Accurately uses because (BLT) in explanations and starts using leads to with accurate Geography and starts to use Applies some understanding of physical geography to case studies and starts to use facts and figure as evidence	Begins to explain a wide range of patterns / processes /systems that relate to physical geography with the use of examples. Applies categories (SEE) to a variety of understanding and starts to make links between concepts Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of examples. Applies accurate understanding of human geography to case studies and uses facts and figure as evidence	Explains in detail a wide range of patterns / processes /systems that relate to physical geography with the use of many examples Begins to apply more than one categorary (SEE) (where applicable) to a variety of understanding and make links between human and physical concepts Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of many examples and makes links between human and physical concepts. Applies accurate detailed understanding of human geography to case studies and uses facts and figure as evidence	Begins to analyses a wide range of patterns / processes /systems that relate to physical geography with the use of many examples Applies more than one categorary (SEE) (where applicable) to a variety of understanding and make links between human and physical concepts. Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of many examples and makes links between human and physical concepts and starts to explain the counter argument (balance). Applies accurate detailed understanding of human geography to case studies and uses facts and figure as evidence and uses categories (SEE).	Analyses a wide range of patterns / processes /systems that relate to physical geography with the use of many examples All categories (SEE) applied consistenlty throughout all work to a variety of understanding and make links between human and physical concepts and starting to give balance to arguments Accurately uses because, leads to and therefore (BLT) with accurate Geography with the use of many examples and makes links between human and physical concepts and brings some of the counter argument (balance). Applies accurate detailed understanding of human geography to case studies and uses facts and figure as evidence as evidence and uses categories (SEE). Starts to use the counter argument.

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Map Skills interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs	Identifies spot heights on a map and understands layer colouring shows heights. Accurately knows the main 8 directions on a compass rose Accurately finds 4 grid references Identifies different scales.	Accurately identifies spot heights on a variety of maps and can identify layer colouring and contour lines on a map. Beginning to use 8 main directions on a compass rose in descriptions. Finds some 6 figure grid references. Beginning to use different scales to measure distance.	Accurately identifies spot heights on a variety of maps and can identify layer colouring and contour lines on a map. Beginning to use 8 main directions on a compass rose in written work. Accurately finds 4 and 6 figure grid references. Use different scales to measure distance and beginning to apply to descriptions.	Begining to use heights from a variety of maps in written work. Using some 8 main directions on a compass rose in written work. Begining to use 4 and 6 figure grid references in written work. Begining to use different scales to measure distance.	Using heights from a variety of maps in most written work. Using 8 main directions on a compass rose in most written work. Using 4 and 6 figure grid references in most written work. Using different scales to measure distance in most written work.	Accuratley using heights from a variety of maps in written work. Accurately using 8 main directions on a compass rose in written work. Accurately using 4 and 6 figure grid references in written work. Accurately using different scales to measure distance in written work.	

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interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	Graphs: Identifies the trend or one other element of the interpretation tool TRASH Resource booklets: identifies limited information from a given source Maps / aerial photos / images:	Graphs: Describes the trend and two other elements of the interpretation tool TRASH Resource booklets: uses given source and describes / extracts accurate most of the time Maps / aerial photos / images:	Graphs: Uses all elements of the interpretation tool TRASH to interpret a graph. Some inaccuracires. Resource booklets: accurately uses given source and describes / extracts Maps / aerial photos / images:	Graphs: Accurately use all elements of the interpretation tool TRASH to interpret a graph. Resource booklets: accurately uses given source and describes / extracts Maps / aerial photos / images:	Graphs: Accurately uses all elements of the interpretation tool TRASH to interpret a graph is able to start (1 element) applying evidence from the graph and relate it to human and / or physical geography concepts to extended writing Resource booklets: accurately uses given source and describes / extracts Maps / aerial photos / images:	Graphs: Accurately uses all elements of the interpretation tool TRASH to interpret a graph is able to applying the 3 elements of the graph as evidence from the graph and relate it to human and / or physical geography concepts to extended writing	Graphs: Beginning to identify relationships on graphs and use them to make predictions.