



LOWER SCHOOL GRADE DESCRIPTORS

GEOGRAPHY

Lower School pupils in Geography are assessed against four Assessment Objectives (AOs): AO1 – Knowledge, AO2 – Understanding, AO3 – Application of understanding and AO4 – Geographical skills and enquiry. The descriptors below reflect how pupils develop abilities in these four AOs as they progress through the Geography curriculum.

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| YEAR 7 | 4 | Pupils use geographical vocabulary with guidance and show knowledge and understanding of the geography of their area. They locate physical features and major UK cities accurately on base maps. They have knowledge of a range of physical and human processes and can make descriptive comments about processes and their sequences. They identify that places beyond the local area may have shared or contrasting characteristics. Pupils can express views about an area, assess the relationships between environments and suggest future changes to places and processes. They provide simple answers to geographical decisions. Basic graphs, map skills and diagrams can be completed accurately with limited guidance and statistics from graphs used. |
| | 5 | Pupils use geographical vocabulary increasingly confidently and explain the physical and human features of places in a range of locations. They locate a range of physical features and UK cities on maps with accuracy. Pupils have accurate knowledge of a wide range of physical and human processes at many scales and have descriptive and explanatory discussion of patterns and processes. They identify similarities and differences between the human and physical geography of places and offer valid reasons for these. Pupils give reasons for observations, for opinions on places and environments and for predicted future changes to places and processes. They use skills and sources to answer a range of geographical questions. More complex graphs are undertaken with guidance and map skills are used fluently. Pupils can make projections from graphs and calculate mean. |
| YEAR 8 | 6 | Pupils use key terms confidently including from prior topics. They explain a wide range of physical and human features using prior knowledge. They locate physical features, worldwide cities and countries with pinpoint accuracy. Their explanation begins to link processes and recognise how one leads to another. Pupils recognise the importance of their place in the world and shared responsibilities. They explain patterns and how processes can change places and people. Different views / approaches are compared independently. Pupils examine evidence to form an opinion on interrelationships and apply understanding to predict future changes and evaluate impacts. They provide reasoned answers to geographical decisions. Pupils use a range of geographical skills to help investigation. More complex graphs and combinations of map skills are used without support and with consistent accuracy. They understand correlation. They begin to suggest suitable geographical questions. |
| YEAR 9 | 7 | Pupils accurately choose key terms and vocabulary, including when undertaking individual research. They routinely use knowledge from prior topics and independent research to explain processes and patterns. Places are located on maps and atlases at a range of scales with pinpoint accuracy. Pupils explain confidently links between processes and concepts. They understand their place in the world and their own responsibilities. Pupils explain geographical patterns and processes with confidence. A wide range of views and approaches are compared, impacts are evaluated at a range of scales and a considered overall opinion is stated. Pupils examine evidence to form a range of opinions on interrelationships and make reasoned, logical predictions on future changes. They apply explanations to geographical decisions from more than one perspective. Most suitable types of graph, diagram and map skills are selected independently and statistical tests can be carried out. Pupils suggest relevant enquiry questions. Pupils are ready to study at GCSE level. |
| | EP | The attributes outlined in Grade 7 are demonstrated routinely, with fluency and mastery to a degree which indicates the pupils will achieve the highest grade at GCSE. |