

GEOGRAPHY – Performance Descriptors

	Location Knowledge	Geographic skills (including map work, graph work, independent inquiry and field work)	Geographic writing	Understanding and Observation
Year 9 41 40 39 (38)	<ul style="list-style-type: none"> Use case study to explain locational features. Demonstrate increasing use of case study specific knowledge and use appropriate key terminology with some accuracy. Recall some accurate detail about physical and human environments studied with an appreciation of a wider scale. 	<ul style="list-style-type: none"> Completes independent research (which is referenced) to a high standard and student is able to use other sources of evidence e.g. aerial photos and satellite images to describe places. Is able to interpret and draw a range of maps (OS, road, topographical). 	<ul style="list-style-type: none"> Spell and punctuate with consistent accuracy. Use rules of grammar with effective control of meaning overall. Use a wide range of specialist terms as appropriate. Understands how changes in abbreviations have come about. Confident in using a range of styles of writing to suit the situation, using correct vocabulary. 	<ul style="list-style-type: none"> Can explain how physical and human processes interact and understand that issues such as sustainable development are complex. Student is able to back both sides of these complex arguments by giving case studies / evidence.
Year 8 38 37 36 (35)	<ul style="list-style-type: none"> Can link case studies to writing. Show some understanding and knowledge of the location of these environments through case study detail with appropriate key terminology is used. Can recall a wider variety of information about physical and human environments, but still limited to a range of scales. 	<ul style="list-style-type: none"> Completes independent research to a high standard and student is able to use other sources of evidence e.g. aerial photos and satellite images to describe places. Uses graphs and maps as extended evidence, during writing tasks. Neatly draws a range of graphs, without any prompting. Is able to annotate a range of maps. 	<ul style="list-style-type: none"> Spell and punctuate with considerable accuracy. Use rules of grammar with general control of meaning overall. Uses a good range of specialist terms as appropriate. Work is structured and clear and easy to read. Adapts their style of writing to suit the situation (ie report writing, diary entry). Shows knowledge of geographic abbreviations. 	<ul style="list-style-type: none"> Able to assess the merits of different views concerning human and environmental issues and justify their own views Describe ways in which physical and human processes interact and lead to change in places e.g that tourism has positive and negative effects. Is able to conclude their work giving their own personal views. Is able to analyze sustainable issues.

GEOGRAPHY – Performance Descriptors

	Location Knowledge	Geographic skills (including map work, graph work, independent inquiry and field work)	Geographic writing	Understanding and Observation
Year 7 35 34 33 (32)	<ul style="list-style-type: none"> • Uses longitude and latitude to locate places and refers to them in text. • Able to state how location impacts on place. 	<ul style="list-style-type: none"> • Selects information and sources and is able to identify bias. • Is able to draw Geographical graphs such as climate graphs. • Is able to link graphs to text. • Links map work to written work using 6 figure GR. • Interprets contour lines. 	<ul style="list-style-type: none"> • Work is structured; Clear and easy to read. • Few spelling mistakes. • Geographic vocabulary is used confidently in work. Starts to use • Paragraphs linked, high level conjunctions used. 	<ul style="list-style-type: none"> • Recognizes that human activities cause changes to the environment and that different people will have different views about this e.g. deforestation in Brazil affects different people in different ways. • Is able to explain their own views about geographical issues.
Year 6 32 31 30 (29)	<ul style="list-style-type: none"> • Uses Longitude and Latitude to locate places • Can name and locate countries and cities of the United Kingdom. • Can identify Key topological features (including coast mountains and rivers). • Can identify different regions of the United Kingdom 	<ul style="list-style-type: none"> • Selects information and sources and begins to identify bias. • Is able to draw Geographic graphs such as climate graphs • Locate 6 figure grid references. • Orientate a map using a compass. • Identify 7 map symbols including symbols to do with terrain. 	<ul style="list-style-type: none"> • Work is structured and clear and easy to read. • Few spelling mistakes are made. • Geographic vocabulary is used confidently in written work. • Paragraphs linked, conjunctions used. 	<ul style="list-style-type: none"> • Describes geographical patterns. • Describes how processes affect places and people. • Understands some ways that human activities cause environments to change. • Shows an awareness of sustainable development. • Is able to take a lead in group work.
Year 5 29 28 27 (26)	<ul style="list-style-type: none"> • Uses key lines of Longitude and Latitude in descriptions. • Name and locate countries and cities of the United Kingdom. Can identify Key topological features (including coast mountains and rivers) 	<ul style="list-style-type: none"> • Able to do independent research. • Is able to draw basic graphs such as bar graphs (with support). • Locate 4 figure grid references. • Identify 8 compass directions. • Identify 5 map symbols. 	<ul style="list-style-type: none"> • Work is structured, using linking words. • Few mistakes are made in punctuation. • Geographic vocabulary is used confidently in written work. 	<ul style="list-style-type: none"> • Recognises simple geographical patterns. • Recognises that physical and human processes. • Offer reasons for your own views about environmental change and recognise that other people may have different views. • Is able to be an active team member in group work.

GEOGRAPHY – Performance Descriptors

	Location Knowledge	Geographic skills (including map work, graph work, independent inquiry and field work)	Geographic writing	Understanding and Observation
Year 4 26 25 24 (23)	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Can name and locate the world seven continents and 5 Oceans. Can locate the UK countries and capital cities. 	<ul style="list-style-type: none"> With Help can research. Student is able to read information of a graph. Locate 2 figure grid references. Identify the four basic compass directions. 	<ul style="list-style-type: none"> Can identify human and physical Key Geographic vocab. Work is completed in full sentences. Using capital letters and full stops. 	<ul style="list-style-type: none"> State some similarities and differences between places. Give some reasons for your observations of the local area and for your views about places and environments. Follows instructions during group work.
Year 3 23 22 21 (20)	<ul style="list-style-type: none"> Can locate the UK on a blank world map 	<ul style="list-style-type: none"> Is able to state facts. Simple compass direction. Pupil will use directional words such as left, right, up down Can orientate a map north to south. 	<ul style="list-style-type: none"> Basic Geographic vocab such as, hill, mountain. 	<ul style="list-style-type: none"> Begin to recognise that there are places beyond students' local area. Give a view about the local area and show how people might affect it.