

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

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

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