

The Hastings Academy: Grade Descriptors for use at Key Stage 3 – Geography

Yr 7 Expectations	Reporting	Yr 8 Expectations	Reporting	Yr 9 Expectations	Reporting	<u>Assessment Objective</u> Contextual World Knowledge	<u>Assessment Objective</u> Understanding Skill	<u>Assessment Objective</u> Geography Enquiry and the application of skills
				Mastered	Well Above Expectations	<ul style="list-style-type: none"> • Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. • Have extensive knowledge relating to a wide range of places, environments and features. 	<ul style="list-style-type: none"> • Pupils analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. • Pupils describe and analyse the geographical patterns these interactions create at a range of scales and the changes that can result. • Pupils analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. • Pupils show how interaction between people and environments can result in complex and unintended changes. • Pupils understand and describe a range of views about environmental interaction. • They evaluate critically a range of sources 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation to draw conclusions.

		Mastered	Well Above Expectations	Extended	Above Expectations	<p>Pupils make links in their knowledge and understanding of the geography of the places both locally and globally</p>	<ul style="list-style-type: none"> • Pupils analyse the physical and human characteristics of places, drawing on their knowledge of a wide range of locations, contexts and scales. • Pupils explain the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. • Pupils identify and analyse the geographical patterns that result from these interactions at a range of scales. • Pupils understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes. • Pupils appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. • Pupils recognise that human actions, including their own, may have unintended consequences and that change sometimes leads to conflict. 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding, they plan their own sequence of investigation into relevant geographical questions and issues and use a wide range of geographical skills when carrying these out. • Pupils evaluate sources by considering critically their origin, nature and purpose, present well-argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions
Mastered	Well Above Expectations	Extended	Above Expectations	Secure	Meeting Expectations	<p>Pupils use their knowledge and understanding of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales.</p>	<ul style="list-style-type: none"> • Pupils explain physical and human processes and recognise that these interact to produce the distinctive characteristics; leading to diversity and changes in places. • Pupils identify geographical patterns at a range of scales. 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding, they suggest appropriate sequences of investigation into relevant geographical questions and issues and use geographical skills effectively when carrying these out. • They evaluate sources to establish evidence for their investigations.
Extended	Above Expectations	Secure	Meeting Expectations	Approaching	Below Expectations	<ul style="list-style-type: none"> • Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. 	<ul style="list-style-type: none"> • Pupils describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of the people who live there. • Pupils describe and begin to explain geographical patterns. • Pupils understand some ways that human activities impact on geographical environments. 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding, pupils suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. • Pupils select and begin to evaluate sources to establish evidence for their investigations and suggest plausible conclusions to their investigations -presenting findings both graphically and in writing using appropriate vocabulary

Secure	Meeting Expectations	Approaching	Below Expectations	Developing	<p>Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world.</p> <ul style="list-style-type: none"> • Pupils recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there 	<ul style="list-style-type: none"> • Pupils describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. Pupils recognise and describe simple geographical patterns. • Pupils understand that people may hold different views. 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding; pupils begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. Pupils use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.
Approaching	Below Expectations	Developing	Well Below Expectations	Beginning	<p>Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features.</p> <ul style="list-style-type: none"> • Pupils recognise that people seek to improve and sustain environments • Pupils offer simple reasons for their observations and views about these places and environments. 	<ul style="list-style-type: none"> • Pupils recognise and describe the physical and human features of places and begin to do this within a wider locational framework. 	<ul style="list-style-type: none"> • Pupils use independent skills – such as map reading and use of simple diagrams and photographs as sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.
Developing	Below Expectations	Beginning	Well Below Expectations		<p>Pupils show their knowledge, skills and understanding of places at a local scale.</p> <ul style="list-style-type: none"> • Pupils describe physical and human features of places, and recognise and make observations about those features that give places their character. • Pupils show an awareness of places within their own locality. • Pupils express views on the environment of a locality and recognise how people affect the environment. • Pupils carry out simple tasks and select information using resources that are given to them. • Pupils use this information and their own observations to help them ask and respond to questions about places and environments. • Pupils begin to use an appropriate geographical vocabulary. • Pupils begin to use geographical sources such as maps, diagrams and atlases 	<ul style="list-style-type: none"> • Pupils describe physical and human features of places, and recognise and make observations about those features that give places their character. • Pupils show an awareness of places within their own locality. • Pupils express views on the environment of a locality and recognise how people affect the environment. 	<ul style="list-style-type: none"> • Pupils carry out simple tasks and select information using resources that are given to them. • Pupils use this information and their own observations to help them ask and respond to questions about places and environments. • Pupils begin to use an appropriate geographical vocabulary. • Pupils begin to use geographical sources such as maps, diagrams and atlases

Beginning	Well Below Expectations					Pupils show their knowledge, skills and understanding in studies at a local scale.	<ul style="list-style-type: none">• Pupils recognise and make observations about physical and human features of localities.• Pupils express their views on features of the environment of a locality.	<ul style="list-style-type: none">• Pupils use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.
-----------	-------------------------	--	--	--	--	--	--	---