

	Contextual knowledge of locations and places	Understanding of Patterns, Processes and Environmental Change	Competence in Geographical Enquiry	Application of Geographical Skills
Grade 9	Pupils can accurately recall precise information about the characteristics of physical and human environments studied across a variety of spatial settings. They can demonstrate very detailed knowledge of the location of case studies and can use more comprehensive terminology in their descriptions and explanations.	Pupils can demonstrate an understanding of complex geographical processes, applying these with precise accuracy to unfamiliar contexts. Pupils thoroughly understand how human processes interact with physical processes to help develop more complex geographical patterns. Pupils can demonstrate how this can impact on management of physical and human environments by assessing the values and attitudes involved in managing and making decisions and appreciate that the opinions of stakeholders will vary considerably. Pupils can appreciate the need for a more sustainable approach to the planning and management of environments, and evaluate the costs and benefit, with an appreciation the reasons why parties involved will have different opinions.	Pupils can conduct a geographical enquiry, and identify appropriate hypotheses or key questions, offering detailed supporting predictions for enquiry. Pupils will accurately collect (primary and secondary), collate and present their findings. From this, pupils can analyse their data, interpret the results and substantiate their conclusions with linkage to underpinning geographical theory. Pupils show understanding of how to critically evaluate the process of their enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Their written work will be coherent and will be exemplified using sophisticated key terminology.	Pupils can demonstrate exceptional use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends. Pupils can use a range of maps and atlases at various scales with confidence. Pupils can draw more sophisticated cartographical maps and graphs and use sophisticated statistical calculations to analyse the data displayed. Pupils can describe relationships within data sets using sophisticated numerical skills such as measures of central tendency and quartile and inter-quartile range. From this pupils can clearly recognise anomalies within the data set, offering comprehensive suggestions for why these exist. The use and understanding of the role of GIS in geography will be demonstrated with confidence.

Grade 8	<p>Pupils can accurately recall detailed information about the characteristics of physical and human environments studied across all scales. They can demonstrate a thorough understanding of the location of specific case studies and use more complex key terminology with confidence.</p>	<p>Pupils can demonstrate understanding of geographical processes, applying these with greater accuracy to unfamiliar contexts. Pupils understand how human processes interact with physical processes to help develop geographical patterns and can consider with the interdependence between human and physical geography. Pupils can demonstrate how this can impact on management of environments by evaluating the values and attitudes involved in managing and making decisions and appreciate that opinions of stakeholders will vary. Pupils appreciate the need for a more sustainable approach to the planning and management of these environments, using a range of supporting examples.</p>	<p>Pupils can conduct a geographical enquiry, and identify appropriate key questions or hypotheses, offering some supported predictions. Pupils will accurately collect (primary and secondary), collate and present their findings using a range of skills. From this, pupils will be able to analyse their data, interpret the results and begin to substantiate their conclusions with some linkage to the underpinning geographical theory. Pupils will be able to evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Their ideas will be coherently discussed and written.</p>	<p>Pupils can demonstrate an extensive range of geographical skills to describe, interpret and analyse geographical patterns and trends. Pupils can recognise geographical patterns and interpret the trends using a range of statistical skills to help such as mean, mode and median. Pupils can describe the data using measures of central tendency and clearly identify anomalous values within the data set. From this pupils are beginning to suggest reasons why these anomalies exist. The use and understanding of the role of GIS in geography will be demonstrated with growing confidence.</p>
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Grade 7	<p>Pupils can recall detailed information about physical and human environments studied, across all scales and will be able to include appropriate case study detail and location. They can use key terminology with accuracy.</p>	<p>Pupils can demonstrate their understanding of a range of geographical processes, and begin to apply their understanding to unfamiliar examples. Pupils can interpret the characteristics of their chosen case study or example, and be able to link them to both physical and human geography. Pupils recognise that sustainable development in these areas is important, and that opinions, including their own, will vary depending on the stakeholders involved. Pupils appreciate the need for a more sustainable approach to the planning and management of physical and human environments, using some supporting examples.</p>	<p>Pupils can conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for their enquiry. Pupils will collect (primary and secondary), collate and present their findings using a range of skills which include accurately produced sophisticated techniques such as located graphs (bar graphs and pie charts) and annotated field sketches. From this, pupils will be able to analyse their data, offer an interpretation of the results and use their geographical understanding to link the evidence to relevant theory with more confidence. Pupils will be able to evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Their ideas will be communicated effectively.</p>	<p>Pupils can demonstrate a wide range of geographical skills. Pupils will be able to clearly recognise patterns of human and physical features and be able to interpret these on a range of scales. Pupils can draw and annotate cross sectional diagrams using OS maps, and annotate these with the specific physical and human features relevant to the area under study. Pupils can draw and interpret a variety of graphs and mapping techniques such as choropleth, and analyse the patterns using a range of statistical (e.g. cumulative frequency) and numerical (e.g. magnitude and frequency) skills.</p>
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Grade 6	<p>Pupils can recall some accurate detail about physical and human environments studied with an appreciation of a wider scale. They will demonstrate increasing use of case study specific knowledge and use appropriate key terminology with some accuracy.</p>	<p>Pupils can discuss a range of processes relating to both physical and human environments, and appreciate how they contribute to developing geographical patterns at a range of scales. Pupils will begin to show understanding of how these processes interact causing, diversity and independence. Pupils will understand how links are made between people and the environment, and appreciate that sustainable development will affect planning and management of environments. Pupils will have a broader understanding that values and attitudes of people will vary when it comes to managing these environments, and how this causes change.</p>	<p>Pupils can conduct a geographical enquiry, and identify key questions or hypotheses to support. Pupils begin to offer some contextualisation of their enquiry. They will be able to suggest an appropriate sequence of investigation and discuss the reasons for using particular data collection techniques. This will then be collated and presented using a range of techniques with a number of more sophisticated techniques attempted. Pupils can communicate their findings in greater depth, offering links to appropriate geographical theories, with plausible conclusions offered, as well evaluation of more than one aspect of the enquiry.</p>	<p>Pupils can demonstrate excellent use of geographical skills and can use these to describe the distribution and patterns of both human and physical features at a range of scales using a variety of different maps. Pupils can draw and interpret a variety of different cartographical skills and interpret the data presented using a wide range of numerical and statistical skills. Pupils will be able to accurately draw cross sectional diagrams using OS maps, and interpret patterns with ease.</p>
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Grade 5	<p>Pupils can recall a wider variety of information about physical and human environments, but still limited to a range of scales. They will show some understanding and knowledge of the location of these environments through case study detail with appropriate key terminology is used.</p>	<p>Pupils can begin to understand that physical and human environments will involve interactions between physical and human processes. Pupils will understand that these processes can help develop geographical patterns and that these areas will have specific characteristics. Pupils will understand how the relationship between people and environments inter-link, and that trying to achieve sustainable development will affect planning and management of these areas. Pupils will show some awareness that values and attitudes to environments will vary depending on the opinions of stakeholders.</p>	<p>Pupils can conduct a geographical enquiry, and identify key questions or hypotheses to support. They will be able to suggest an appropriate sequence of investigation, and collect appropriate data (primary and secondary) to help support the enquiry. This will then be collated and presented using simplistic techniques but they will begin to produce more sophisticated techniques. Pupils can communicate their findings in more detail with plausible conclusions offered, as well as evaluation offered for more than one aspect of the enquiry.</p>	<p>Pupils have a clear understanding of cartographic and OS map skills, and can use these to interpret patterns of both human and physical features at a local, national and worldwide scale. Pupils can clearly demonstrate that they can interpret different types of maps and the role that GIS can play in presenting geographical information. Pupils will have good graphical skills and be able to draw and interpret data on sophisticated graphs such as choropleth and flow line maps. Pupils use numerical and statistical skills to help interpret data sets, and use these to highlight trends and anomalous values.</p>
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Grade 4	<p>Pupils can recall basic information about physical and human environments, but with a growing appreciation of different scales. They demonstrate simplistic knowledge of location through specific case studies and basic key terminology is used. Geographical ideas are referred to in a simple manner and often limited in example detail.</p>	<p>Pupils can understand simple physical and human processes, but be able to recognise that they help develop geographical patterns in a variety of physical and human environments. Pupils will begin to understand that the different views of people will have different effects on how environments are used and managed.</p>	<p>Pupils can conduct a geographical enquiry and show more confidence in collecting appropriate data (primary and secondary) to help support the enquiry. This will then be collated and presented using a wider range of simplistic techniques. Pupils attempt to make comments about the data but are often brief, with a limited conclusion attempted. They will offer a brief evaluation that is often focused on one aspects of the enquiry.</p>	<p>Pupils have a good understanding of how cartographical and OS skills can be used to describe and interpret geographical patterns. Pupils will be able to understand a range of graphical techniques, and how to interpret the data presented. Pupils understand how GIS can be used to interpret and analyse patterns and trends of physical and human features. Pupils will demonstrate a range of graphical skills, and can interpret different types of photographs from a range of different landscapes. Pupils will clearly be able to link photographic evidence to OS maps. Pupils will be able to use more sophisticated statistical skills such as percentage change or cumulative frequency as a means of analysing data. Numerical skills are good, and pupils will use mode, median, range with ease.</p>
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Grade 3	<p>Pupils can recall basic information about physical and human environments, and often limited to a few geographical scales. They show a basic level of knowledge of specific locations and use more subject specific geographical language.</p>	<p>Pupils can show some understanding of geographical ideas, but these are demonstrated simply. There is some recognition of the physical and human processes involved, and there is limited appreciation of the geographical patterns that result. Pupils recognise that people have different values and attitudes to changes of the physical and human environments, and that these will vary depending on how the landscape is being used and managed.</p>	<p>Pupils can conduct a geographical enquiry and can collect data (primary and secondary) using a wider range of appropriate techniques. They can then collate the information and present their findings using a range of simplistic techniques. Outcomes of the enquiry are simplistic with a range of key terminology used.</p>	<p>Pupils can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends. Pupils can construct more sophisticated cross sectional diagrams, and can label on some of the physical and human features. A wide range of OS map skills will be used with confidence. Pupils can use GIS to interpret geographical patterns using their geo-spatial skills and appreciate how GIS can be used to presenting geographical ideas and patterns. Pupils can use statistical and numerical skills with increasing ease, and attempt to include more sophisticated analysis techniques such as percentage increase or decrease when analysing data.</p>
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Grade 2	<p>Pupils begin to make links in their knowledge and understanding of physical and human environments and start to think more worldwide. Pupils can start to analyse the physical and human characteristics of these regions, and can use their own understanding of different locations.</p>	<p>Pupils can understand simple geographical ideas about physical and human processes but are often not linked to a specific example. Pupils appreciate that processes can help develop geographical patterns which will have their own characteristics in terms of places and the environment. Pupils will understand the interrelations between physical and human environments and people, and that people are trying to manage these environments in a more sustainable way. Pupils will show a greater awareness that people have different views and attitudes towards management and use of physical and human environments.</p>	<p>Pupils can conduct a geographical enquiry and collect data (primary and secondary) using appropriate techniques. They can then collate the information and present their findings using simplistic techniques e.g. bar graphs. Outcomes of the enquiry are simplistic with a limited range of key terminology used.</p>	<p>Pupils can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends. Pupils can construct simplistic cross sectional diagrams, and label some of the physical and human features. A range of OS map skills will be used with confidence. Geo-spatial skills have improved and pupils can use GIS to interpret geographical patterns and recognise its importance as a means of presenting data. Pupils will have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data.</p>
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Grade 1	<p>Pupils' depth of understanding of aspects of physical and human geography around their local area and the UK increases, and this begins to expand to include the wider world. Pupils describe the physical and human characteristics of these environments on a local and more global scale.</p>	<p>Pupils can recognise that physical and human processes in these physical and human environments interlink and that this can create diversity which can help change them. Pupils begin to analyse geographical patterns at a variety of scales. Pupils understand that a variety of factors can influence the decisions taken about physical and human environments and with particular focus on more sustainable approaches to use and management. Pupils will start to understand that this use and management can have consequences and they can start to explain how these can result in change to the environment, and lead to possible conflict.</p>	<p>Pupils can start to simply plan their own sequence of investigations into relevant geographical questions about issues concerning differing physical and human environments. They begin to use a range of skills more accurately to help. Pupils can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached.</p>	<p>Pupils can describe distributions of physical and human features at a range of different scales. Sketch maps will be completed with ease and more annotated will be attempted of a variety of key features. Pupils will have a working understanding of OS map skills and use 6 figure grid references. Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Pupils can recognise the link between photographs and OS maps. Pupils understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set.</p>
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