

Aim High Step Descriptors		Key Stage 3 Geography		
		A	B	C
		Geographical Skills	Location and Place	Human and Physical Geography
<p>Working Towards Year 7 expectations.</p>	<p>Step 1</p>	<p>Select and construct appropriate graphs and charts. Use and understand coordinates, scale and distance. Use common sources (maps, atlases and globes).</p> <p>Provide basic responses to geographical questions. Read data from graphs/charts and extract data. Make basic observations and ask basic questions (WWWWH). Have an awareness of the world that they live in.</p>	<p>Simple locational knowledge about the local area, eg: location of school, house, etc. Knowledge of the location of different countries and continents.</p> <p>Describe physical and human features in basic terms. Identify patterns of distribution. Identify some factors which impact upon place.</p>	<p>Identify a number of different landforms. Describe processes using examples and key terms, eg: 'erosion' and 'population'.</p> <p>Recognise both human and physical geography and be aware of how to make informed decisions.</p>
		<p>Interpret diagrams Use and understand gradient, contour and spot height on OS maps and other isoline maps Follow simple instructions to complete a fieldwork investigation.</p> <p>Have an awareness of the world that they live in and their impact upon it.</p>	<p>Describe connections between areas at the local, national and global level, eg: infrastructure, trade. Describe patterns of distribution.</p> <p>Identify a range of factors which impact upon place.</p>	<p>Describe how physical and human processes can lead to environments differing around the world Explain processes using key terms and how they lead to the formation of different landforms. Understand both human and physical geography and begin to make informed decisions. Demonstrate a basic knowledge of sustainability.</p>
<p>Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 7.</p>	<p>Step 2</p>	<p>Use fieldwork data collection sheets and collect data Use a wide range of sources, including aerial photos and images Use appropriate geographical language to respond to questions Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. Attempts to understand and discuss the world that they live in and recognise their impact upon it.</p>	<p>Describe connections between areas at the local, national and global level, eg: infrastructure, trade Make comparisons between different places. Describe and explain patterns of distribution.</p> <p>Understand the significance of some of the factors which influence place.</p>	<p>Describe how physical and human processes can lead to environments changing and affect the people living there. Identify a range of different landforms and can explain processes involved using key terms.</p> <p>Describe and explain some aspects of physical and human geography and have decision making skills. Describe the difference between sustainable and unsustainable practices.</p>
<p>Working Above the expectations for Year 7 and at a greater depth.</p> <p>Working towards Year 8 expectations.</p>	<p>Step 3</p>	<p>Interpret and extract information from different types of graphs and charts. Respond to geographical questions in detail using data. Understand and discuss the world that they live in and recognise their impact upon it.</p>	<p>Explain the links between areas at the local, national and global level Explain physical and human features in detail and with named examples. Understand the significance of a wide range of factors which influence place.</p>	<p>Link knowledge of processes to local, national and global exemplars to make comparisons and draw conclusions Compare the outcomes of processes between Developing, Emerging and Developed Countries. Describe and explain a range of physical and human geography process and how to make decisions about the management of these processes.</p> <p>Explain the ways we can live more sustainable lives.</p>
<p>Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 8.</p>	<p>Step 4</p>	<p>Draw informed conclusions from numerical data Draw evidenced conclusions and summaries from fieldwork data Able to use a range of geographical presentation techniques. Understand and discuss the world that they live in and recognise their impact upon it at a range of scales.</p>	<p>Explain the significance of connections between physical and human locations at a range of different scales. Understand the significance of a great range of factors which influence place.</p>	<p>Make predictions, linking knowledge of processes to detailed place-based exemplars at a variety of scales using a range of key terms. Describe and explain a wide range of physical and human geography and utilise decision making skills to explain management choices.</p> <p>Analyse the effectiveness of sustainability in a range of locations.</p>
<p>Working Above the expectations for Year 8 and at greater depth.</p> <p>Working towards Year 9 expectations.</p>	<p>Step 5</p>	<p>Reflecting critically on fieldwork data, methods used and conclusions drawn Able to use a wide range of geographical presentation techniques. Understand and explain the world that they live in and their impact and ability to make geographical decisions. make informed geographical decisions.</p>	<p>Uses detailed locational knowledge to analyse the impact that global events have at a local, national and global level. Assess the significance of a wide range of factors which influence place.</p>	<p>Explain how physical and human processes work together and create patterns Explain how these processes between people and environments can result in changes to places and environments using a wide range of geographical terminology. Describe and explain the connections between physical and human geography and be able to justify decisions based upon evidence.</p> <p>Evaluate a range of different ways we can live more sustainable lives.</p>
<p>Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 9.</p>	<p>Step 6</p>	<p>Carry out personalised geographical investigations independently at different scales (local, national, global) Evaluate sources of evidence critically and present coherent arguments and effective, accurate and well-substantiated conclusions Uses an extensive range of geographical presentation techniques. Understand and explain the world that they live in and their impact and ability to make informed geographical decisions.</p>	<p>Uses an extensive variety of locational knowledge to anticipate the potential causes, consequences and significance of events, making links between the local, national and global level. Assess the significance of a wide range of factors which influence place across a range of scales.</p>	<p>Evaluate and explain complex interactions within and between physical and human processes and show how these interactions help change places and environments using an extensive range of geographical terminology. Describe and explain the connections between physical and human geography and be able to justify decisions based upon a range of evidence. As global citizens learners are able to evaluate the ways we can live more sustainable lives.</p>
<p>Working Above the expectations for Year 9 and at a greater depth.</p>	<p>Step 7</p>			