

Geography helps students understand the awe and wonder of the world, their place in it and how they can have a positive impact at a local, national and global scale. Geography is essentially the study of everything!

	AO1: Geographical knowledge Demonstrates knowledge of locations, places, processes, environments and different scales.	AO2: Geographical understanding. Demonstrates geographical understanding of concepts and how they are used in relation to place, environments and processes. Geographical understanding of the interrelationship between places, environments and processes.	AO3: Application of knowledge & understanding. Applies knowledge and understanding to interpret, analysis and evaluate geographical information and issues to make judgements. This includes field work and DME.	AO4: Geographical skills. Select, adapt and use a variety of skills and techniques to investigate questions and issues. Then communicate findings.	Spelling punctuation and grammar (SPaG)
Below	Students have a limited knowledge of individual places both on a local, national and global scale. Their knowledge of specific environments is poor. Students find it difficult to describe both human and physical geographical processes accurately.	Students show understanding by describing the places and features they study using simple vocabulary. With support students can answer questions with the command words: Name, Identify, Label, Draw, Outline, Describe. Students cannot recall any specific examples in their answers.	When given simple questions students are able to show some knowledge and understanding of basic place and environments using basic geographical skills. Students find it difficult to work independently and make decisions using simple/basic information provided.	With some guidance students can use simple maps, atlases, images, aerial photographs and graphs/tables. Students can use both primary and secondary data provided by their teacher. Students can give very basic descriptions of data/information shown to answer simple questions/issues.	It is difficult to read students work due to a poor understanding of the English language. SPaG is poor. The students work is often unrelated to the questions asked. Students do not use key geographical language in their work.
1	Students have some basic knowledge of their local area; however show little knowledge of the UK as a whole and the wider world. Students show some understanding of very basic human and physical processes.	Students show a basic understanding by describing the places and features they study using simple vocabulary. They can identify similarities and differences and simple patterns in the environment. Students can answer basic questions with the following command words: Name, Identify, Define, Calculate, Label, Draw, Outline, Describe, Compare, Suggest. Students rarely include any specific examples in their answers.	Students can investigate places and environments by answering very simple questions provided by the teacher. Students can only access basic geographical skills. Answers are mainly descriptive. Students find it difficult to work independently and make decisions using simple/basic information provided.	Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple graphs. Students can apply and analyse basic statistics. Students can use both primary and secondary data. Students can use geographical skills to draw basic conclusions.	SPaG is poor making their written work difficult to understand. The students work is often unrelated to the questions asked. Students only use very basic geographical language in their work.

2	<p>Students have basic knowledge of their local area and the UK, but limited knowledge of global locations.</p> <p>Students recognise simple human and physical processes with some omissions.</p>	<p>Students show understanding by describing the places and features they study using simple vocabulary.</p> <p>They can identify similarities and differences and simple patterns in the environment.</p> <p>Students show a good understanding of how to answer the following command words: Name, Identify, Define, Calculate, Label, Draw, Outline, Describe, Compare, Suggest.</p> <p>Students can include some basic examples in their answers.</p>	<p>Students can investigate places and environments by asking and answering very simple questions. Answers are mainly descriptive using basic geographical skills. Students make very simple decisions using simple/basic information provided. Students still rely on teacher guidance.</p>	<p>Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple graphs. Students can apply and analyse basic statistics. Students can use both primary and secondary data.</p> <p>Students can use geographical skills to draw basic conclusions.</p>	<p>SPaG is generally poor throughout their work. Students only use very basic geographical language in their work.</p>
3	<p>Students have basic knowledge of their local area and the UK. They are developing some knowledge of global locations.</p> <p>Students recognise and understand simple human and physical processes.</p>	<p>Students start to demonstrate their knowledge and understanding on a local and national scale. Students should be able to show knowledge of human and physical features and patterns. How places change and some links between people and environments. Students start to compare places and understand some basic reasons for similarities and differences.</p> <p>Students show a good understanding of how to answer the following command words: Calculate, Label, Draw, Outline, Describe, Compare, Suggest.</p> <p>Students can include some basic but specific examples in their answers.</p>	<p>Students can investigate places and environments by asking and answering simple questions.</p> <p>Answers use some data to back up answers etc.</p> <p>Students make simple decisions independently using information provided.</p>	<p>Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple graphs. Students can accurately apply and analyse basic statistics. Students can use both primary and secondary data.</p> <p>Students can use geographical skills to draw informed conclusions. Students may be able to identify basic strengths and weaknesses in the statistics used and other data presentation methods.</p>	<p>Spelling and punctuation is reasonably accurate. Students use rules of grammar with some control of meaning overall and errors do not significantly hinder meaning overall. Students use a limited range of key words.</p>
4	<p>Students have good basic knowledge of their local area and the UK. They are developing basic understanding of global locations.</p>	<p>Students start to demonstrate their knowledge and understanding on a local and national scale. They also show some understanding of the wider world. Students show knowledge of human and physical features and patterns. How places change and be able to explain links</p>	<p>Students can investigate places and environments by asking and answering questions in more detail.</p> <p>Students make decisions independently using a range of information provided.</p>	<p>Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple graphs.</p>	<p>Spelling and punctuation is reasonably accurate. Students use rules of grammar with some control of meaning overall and errors do</p>

	<p>Students show accurate understanding of basic human and physical processes.</p>	<p>between people and environments. Students start to compare places and understand some reasons for similarities and differences.</p> <p>Students can answer basic questions with the following command words: Describe, Compare, Explain, Suggest.</p> <p>Students can include specific examples in their answers.</p>	<p>Students start to justify their answers and can carry out basic evaluation.</p>	<p>Students can accurately apply and analyse basic statistics. Students can use both primary and secondary data.</p> <p>Students can use geographical skills to draw informed conclusions. Students may be able to identify basic strengths and weaknesses in the statistics used and other data presentation methods.</p>	<p>not significantly hinder meaning overall. Students use a limited range of key words.</p>
5	<p>Students have good knowledge of their local area. They are developing their knowledge of UK and global locations.</p> <p>Students can describe accurately a range of human and physical processes.</p> <p>Students may also be able to give a basic explanation of the processes.</p>	<p>Students demonstrate their knowledge and understanding on a local and national scale. They also show an understanding of the wider world. Students can compare places and understand simple reasons for similarities and differences. Students show good knowledge of human and physical features and patterns. How places change and be able to explain some basic links between people and environments.</p> <p>Students show a good understanding of how to answer the following command words: Describe, Compare, Explain, Suggest.</p> <p>Students can include specific examples in their answers.</p>	<p>Students can investigate places and environments by asking and answering questions in more detail.</p> <p>Students make decisions independently to interpret a range of information provided.</p> <p>Students start to justify their answers and start to show understanding that people may think differently.</p> <p>They can carry out simple evaluation.</p>	<p>Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple and complex graphs. Students can accurately apply and analyse complex statistics. Students can use qualitative and quantitative data from both primary and secondary data.</p> <p>Students can use most geographical skills to draw informed conclusions. Students start to identify basic strengths and weaknesses in the statistics used and other data presentation methods.</p>	<p>Spelling and punctuation is consistently accurate. Students use rules of grammar with effective control of meaning overall. Students use a range of key words accurately. Students show a good understanding of ways to communicate information.</p>
6	<p>Students have good knowledge of their local area. They have a good spatial awareness of the UK and are developing a good knowledge of global locations.</p> <p>Students can describe in detail, using key term, a range of human and physical processes.</p>	<p>Students understand in some detail what a number of places are like on a range of scales. They know how and why they are similar and/or different. Students show good knowledge of human and physical features and patterns. How places change and be able to explain in more detail links between people and environments.</p>	<p>Students can investigate a wide range of places and environments by asking and answering questions in detail.</p> <p>Students make decisions independently using a range of more complex information</p>	<p>Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple and complex graphs. Students can accurately apply and analyse complex statistics.</p>	<p>Spelling and punctuation is consistently accurate. Students use rules of grammar with effective control of meaning overall.</p>

	<p>They can also explain some of the processes accurately.</p>	<p>Students show a good understanding of how to answer the following command words: Compare, Explain, Suggest, To what extent, Discuss.</p> <p>Students can recall some aspects of case studies and include specific examples in their answers.</p>	<p>provided or gathered independently.</p> <p>Students justify their answers and show understanding that people may think differently.</p> <p>They have evaluated all aspects their work.</p>	<p>Students can use qualitative and quantitative data from both primary and secondary data.</p> <p>Students are able, with some guidance, to identify the correct method of data presentation/statistical analysis. Students can then use these geographical skills to draw informed conclusions. Students start to identify strengths and weaknesses in the statistics used and other data presentation methods.</p>	<p>Students use a range of key words accurately.</p> <p>Students show a good understanding of ways to communicate information.</p>
7	<p>Students have excellent knowledge of their local area and of the UK. They also have a good understanding of global locations.</p> <p>Students can describe and explain in detail, using key term, a range of human and physical processes.</p>	<p>Students understand the physical and human conditions and processes which lead to the development of, and changes in, a variety of geographical features, systems and places. Students can explain various ways in which places are linked and the impacts these links have on people and environments. They start to make good connections between different topics and issues they have studied.</p> <p>Students show a good understanding of how to answer the following command words: Evaluate, Discuss, Justify, To what extent, Assess.</p> <p>Students show a good understanding of a range of case studies and specific examples.</p>	<p>Students can investigate a wide range of places and environments by asking and answering questions in detail.</p> <p>Students make decisions independently using a range of more complex information provided or gathered independently.</p> <p>Students clearly justify their answers and show understanding that people may think differently.</p> <p>They evaluate, in detail, all aspects their work.</p>	<p>Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple and complex graphs. Students can accurately apply and analyse complex statistics. Students can use qualitative and quantitative data from both primary and secondary data.</p> <p>Students are able to identify the correct method of data presentation/statistical analysis independently. Students can use all these geographical skills to draw informed conclusions. Students start to identify strengths and weaknesses in the statistics used and other data presentation methods.</p>	<p>Spelling and punctuation is consistently accurate. Students use rules of grammar with effective control of meaning overall. Students use a wide range of complex key words accurately. Students show an excellent understanding of a range of ways to communicate information.</p>
8	<p>Students have excellent knowledge of a wide range of</p>	<p>Students understand the physical and human conditions and processes which</p>	<p>Students are able to plan and undertake enquiry in which skills,</p>	<p>Students develop all the skills needed to use a range of atlas</p>	<p>Spelling and punctuation is</p>

	<p>places at a variety of special scales extending from local to global.</p> <p>Students can describe and explain in detail, using correct terminology, a range of both simple and complex processes.</p>	<p>lead to the development of, and changes in, a variety of geographical features, systems and places. Students can explain in detail various ways in which places are linked and the impacts these links have on people and environments. They can make good connections between different topics and issues they have studied.</p> <p>Students show a good understanding of how to answer the following command words: Evaluate, Discuss, Justify, To what extent, Assess.</p> <p>Students show a good understanding of a range of case studies and specific examples.</p>	<p>knowledge and understanding are applied to ask and investigate geographical questions independently.</p> <p>Students accurately interpret a range of more complex data and use this throughout to back up their answers.</p> <p>Students clearly justify their answers and show understanding that people may think differently.</p> <p>They evaluate, in detail, all aspects of the data used and their work in detail.</p>	<p>maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple and complex graphs.</p> <p>Students can accurately apply and analyse complex statistics. Students can use qualitative and quantitative data from both primary and secondary data.</p> <p>Students are able to identify the correct method of data presentation/statistical analysis independently.</p> <p>Students can use all these geographical skills to draw informed and detailed conclusions.</p> <p>Students can identify strengths and weaknesses in the statistics used and other data presentation methods.</p>	<p>consistently accurate. Students use rules of grammar with effective control of meaning overall. Students use a wide range of complex key words accurately. Students show an excellent understanding of a range of ways to communicate information.</p>
9	<p>Students have a broad and deep understanding of location contexts, including greater awareness of the importance of scale, especially in a global context.</p> <p>Students show an excellent understanding of both human and physical processes.</p> <p>Key words are used confidently along with case study examples.</p>	<p>Students show a deep understand the physical and human conditions and processes which lead to the development of, and changes in, a variety of geographical features, systems and places. Students can explain in detail various ways in which places are linked and the impacts these links have on people and environments. They can make good connections between different topics and issues they have studied. Students can apply theoretical perspectives and conceptual ideas to real world geography.</p> <p>Students show an excellent understanding of how to answer the following command words: Evaluate, Discuss, Justify, To what extent, Assess.</p>	<p>Students are able to plan and undertake enquiry in which skills, knowledge and understanding are applied to ask and investigate geographical questions independently.</p> <p>Students accurately interpret a range of more complex data and use this throughout to back up their answers. Complex statistical analysis is also used.</p> <p>Students clearly justify their answers and show a good understanding that people may think differently.</p>	<p>Students develop all the skills needed to use a range of atlas maps, OS maps and maps in association with photographs. Students can draw and interpret a range of simple and complex graphs.</p> <p>Students can accurately apply and analyse complex statistics. Students can use qualitative and quantitative data from both primary and secondary data.</p> <p>Students are able to identify the correct method of data presentation/statistical analysis independently.</p>	<p>Spelling and punctuation is consistently accurate. Students use rules of grammar with effective control of meaning overall. Students use a wide range of complex key words accurately. Students show an excellent understanding of a range of ways to communicate information.</p>

		Students show an excellent understanding of a range of case studies and specific examples.	They evaluate all aspects of the data and their work in detail.	Students can use all these geographical skills to draw informed and detailed conclusions. Students can identify strengths and weaknesses in the statistics used and other data presentation methods.	
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This was developed both in department and with the use of resources found online and created by others.
This banding will be used to help create Assessments and used to assist in target grades and current bandings.