

Grade	Contextual knowledge of locations and places	Grade	Understanding of Patterns, Processes and Environmental Change	Grade	Competence in geographical enquiry	Grade	Application of geographical skills
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.	9	Pupils explain the interactions between complex geographical processes, applying these with precise accuracy. Can produce a balanced and wide ranging argument on how the management of physical and human environments varies depending on the values and attitudes involved in making the decisions, appreciating that the opinions of stakeholders will vary considerably. Can explain why more sustainable approaches are needed for the planning and management of environments, and evaluate the costs and benefits.	9	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.	9	Pupils can use an extensive range of sophisticated cartographical maps and graphs and use statistical calculations to analyse the data displayed, recognising why anomalies might exist.
8	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.	8	Pupils can explain the links and interactions between geographical processes to show how places change over time. Pupils can examine how the management of environments varies by assessing the values and attitudes involved in making decisions, appreciating that opinions of stakeholders vary.	8	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.	8	Pupils can use an extensive range of geographical skills to describe, interpret and analyse geographical patterns and trends using terms such as mean, median and mode. Pupils can suggest valid reasons why these anomalies exist.
7	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.	7	Pupils can accurately explain a wide range of geographical processes and apply these to unfamiliar contexts. Pupils can use the characteristics of a chosen case study or example accurately, and link it to physical and human geography. Pupils can explain in detail why sustainable development is important, and that opinions, including their own, will vary depending on the stakeholders involved.	7	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.	7	Pupils can precisely identify and describe patterns of human and physical features on maps. Pupils can draw a variety of graphs and interpret different mapping techniques e.g. choropleth, and analyse the patterns using a range of statistical skills.
6	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.	6	Pupils can accurately explain a range of geographical processes and start to apply this to unfamiliar contexts. Pupils can accurately choose a case study or example, and link it to their own studies. Pupils can explain why sustainable development is important, and that opinions, including their own, will vary depending on the stakeholders involved.	6	Pupils can conduct a geographical enquiry, and identify appropriate key questions or hypotheses. Pupils can collect primary and secondary data, and collate and present their findings using a range of sophisticated techniques e.g. located graphs (bar graphs and pie charts). Pupils can begin to analyse data, interpret their results and link the evidence to a relevant geographical theory. Pupils can evaluate the process of enquiry and make some suggestions for improving the limitations, reliability and validity of their conclusions	6	Pupils can accurately identify and describe patterns of human and physical features on maps. Pupils can draw and interpret a variety of graphs and mapping techniques e.g. choropleth, and begin to analyse the patterns using a range of statistical skills.

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5	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.	5	Pupils can accurately explain and show the relationships between different sequences of events and processes. Pupils can explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas.	5	Pupils can conduct a geographical enquiry, identifying key questions or hypotheses to support. Pupils can suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support their enquiry. Pupils can collate and present their data using a wide range of techniques including some sophisticated techniques. Pupils can explain their findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry.	5	Pupils can use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale. Pupils can draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values.
4	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.	4	Pupils can explain multiple reasons why places and environments change using specific case studies. Pupils can explain different sequences of events with comments about a greater number of physical and human processes. Pupils can explain how the different views of people have different effects on how environments are used and managed.	4	Pupils can conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present findings using a wider range of simplistic techniques. Pupils can describe in detail the outcomes of their enquiry, using a range of key terminology accurately.	4	Pupils can recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for the trends. Pupils can use statistical and numerical skills with more accuracy and begin to use wider statistical techniques e.g. percentage increase or decrease when explaining data.
3	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.	3	Pupils can recognise and begin to explain multiple reasons why places change because of physical and human processes. Pupils can describe how people have different values and attitudes to the changes of physical and human environments.	3	Pupils can conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present findings using a wider range of simplistic techniques. Pupils can describe in detail the outcomes of their enquiry, using a range of key terminology accurately	3	Pupils are able to make some decisions from the outcomes of their data, using some key terminology. Pupils can use numerical and statistical skills to describe and compare geographical data.
2	Pupils can recall very basic information about the physical and human region studied and their characteristics. They can appreciate that there are a range of scales, and this is exemplified by location detail. Key language is used more frequently.	2	Pupils can recognise that on the wider scale, places have different regions, and make basic comparisons. Pupils can suggest reasons for why places change with comments about physical and human processes. Pupils can describe the relationship between physical and human environments and people, and why sustainable management is needed.	2	Pupils can conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present findings using a number of simplistic techniques e.g. multiple line graphs. Pupils can make some decisions from the outcomes of their data, using some key terminology.	2	Pupils begin to use 6 figure grid references and describe geographical patterns on maps. Pupils can draw a wider range of graphical techniques, including frequency diagrams.
1	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 places.	1	Pupils can describe the characteristics of different places around the world. Pupils identify the links between physical and human processes and physical and human environments. Pupils can identify how the use and management of environments can have negative effects.	1	Pupils can develop their own geographical questions, describe methods of collecting data, make some valid conclusions and suggest some valid evaluative comment.	1	Pupils can begin to describe distributions of physical and human features on a map and sketch. Pupils can label and describe photographs and can use the 8 point compass and 4 figure grid referencing with increasing accuracy. Pupils can use data to calculate the mode and modal class.