



# KS3 Assessment Criteria: Geography

	Flight Path 1: GCSE grade 1 and above	Flight Path 2: GCSE grades 2 and above	Flight Path 3: GCSE grades 4 and above	Flight Path 4: GCSE grades 6 and above
Year 7	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• With guidance recognises basic features on a map and photograph to investigate places.</li> <li>• With help can use some basic map skills including 4 figure grid references.</li> <li>• SPaG errors throughout writing.</li> </ul> <p><b>Location and place</b></p> <ul style="list-style-type: none"> <li>• Writes a basic description about a place using some simple key words, perhaps not always in the correct context.</li> <li>• Knows the difference between human and physical features.</li> <li>• Can recognise some of the continents and oceans.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>• Recognises and describes simple physical and human processes using basic vocab.</li> <li>• Has a little understanding of how these processes could change a place and affect people's lives.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>• Understands how people can improve and damage the environment.</li> <li>• Starts to explain own views about environmental issues.</li> <li>• With guidance, starts to understand that people may have different views.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recognises basic features on a map and photograph to investigate places.</li> <li>• With help can use some basic map skills including 4/6 figure grid references.</li> <li>• Partial PEEL with limited understanding.</li> <li>• Makes frequent SPaG errors.</li> </ul> <p><b>Location and place</b></p> <ul style="list-style-type: none"> <li>• Writes a description about a place using simple key words.</li> <li>• Can categorise different human and physical features.</li> <li>• Names/identifies all of the continents and oceans.</li> <li>• Can describe simple differences between two places.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>• Describes simple physical and human processes using basic vocab.</li> <li>• Has a little understanding of how these processes could change a place and affect people's lives.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>• Understands how people can improve and damage the environment.</li> <li>• Explains own views about environmental issues.</li> <li>• Starts to understand that people may have different views.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Begins to describe features on a map and photograph to investigate places.</li> <li>• With help can use some basic map skills including 4/6 figure grid references.</li> <li>• PEEL with guidance with linking ideas.</li> <li>• Makes occasional SPaG errors.</li> </ul> <p><b>Location and place</b></p> <ul style="list-style-type: none"> <li>• Writes a basic description about a place using simple key words.</li> <li>• Understands that places have changed over time and may change in the future</li> <li>• Is aware of where important places are in the world, including the continents and oceans.</li> <li>• Can describe differences between two places.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>• Has begun to recognise patterns and describes simple physical and human processes.</li> <li>• Has some understanding of how these processes could change a place and affect people's lives.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>• Understands how people can improve and damage the environment.</li> <li>• Explains own views about environmental issues.</li> <li>• Understands that people may have different views.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describes features on a map and photograph to investigate places and beginning to use good words/key words.</li> <li>• Uses PEEL with guidance.</li> <li>• Presents work in suitable ways (writing, graphs, charts etc.).</li> <li>• Reaches simple assumptions based upon findings.</li> <li>• Uses 6 figure grid references, interpret relief maps, follow routes and describe features on O.S. Maps and has a basic understanding of thematic maps.</li> <li>• Makes several SPaG errors.</li> </ul> <p><b>Location and place</b></p> <ul style="list-style-type: none"> <li>• Knows about several places, environments and important features including local places and at least two in different parts of the world.</li> <li>• Describes and begins to give reasons for why places may be different from each other.</li> <li>• Is aware of where important places are in the world, including the continents and oceans, largest mountain ranges and longest rivers in the world.</li> <li>• Understands that places have changed over time and may change in the future and can begin to explain reasons why.</li> <li>• Is aware of how places are linked to and have connections with others, including their local area.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>• Recognises, describes and begins to explain patterns in geography.</li> <li>• Recognises, describes and begins to explain physical and human processes.</li> <li>• Describes how these processes can lead to similarities and differences between places and peoples' lives.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>• Suggests explanations of how people cause changes to the environment.</li> <li>• Explains the different views people may have.</li> <li>• Understands that people may have different views and begins to explain why.</li> <li>• Recognises how environments can be managed sustainably for future generations.</li> </ul>



# KS3 Assessment Criteria: Geography

	Flight Path 1: GCSE grade 1 and above	Flight Path 2: GCSE grades 2 and above	Flight Path 3: GCSE grades 4 and above	Flight Path 4: GCSE grades 6 and above
Year 8	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognises basic features on a map and photograph to investigate places.</li> <li>With help can use some basic map skills including 4/6 figure grid references.</li> <li>Partial PEEL with limited understanding.</li> <li>Makes frequent SPaG errors.</li> </ul> <p><b>Location and place</b></p> <ul style="list-style-type: none"> <li>Writes a description about a place using simple key words.</li> <li>Can categorise different human and physical features.</li> <li>Names/identifies all of the continents and oceans.</li> <li>Can describe simple differences between two places.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>Describes simple physical and human processes using basic vocab.</li> <li>Has a little understanding of how these processes could change a place and affect people's lives.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>Understands how people can improve and damage the environment.</li> <li>Explains own views about environmental issues.</li> <li>Starts to understand that people may have different views.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Begins to describe features on a map and photograph to investigate places.</li> <li>With help can use some basic map skills including 4/6 figure grid references.</li> <li>PEEL with guidance with linking ideas.</li> <li>Makes occasional SPaG errors.</li> </ul> <p><b>Location and place</b></p> <ul style="list-style-type: none"> <li>Writes a basic description about a place using simple key words.</li> <li>Understands that places have changed over time and may change in the future</li> <li>Is aware of where important places are in the world, including the continents and oceans.</li> <li>Can describe differences between two places.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>Has begun to recognise patterns and describes simple physical and human processes.</li> <li>Has some understanding of how these processes could change a place and affect people's lives.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>Understands how people can improve and damage the environment.</li> <li>Explains own views about environmental issues.</li> <li>Understands that people may have different views.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describes features on a map and photograph to investigate places and beginning to use good words/key words.</li> <li>Uses PEEL with guidance.</li> <li>Presents work in suitable ways (writing, graphs, charts etc.).</li> <li>Reaches simple assumptions based upon findings.</li> <li>Uses 6 figure grid references, interpret relief maps, follow routes and describe features on O.S. Maps and has a basic understanding of thematic maps.</li> <li>Makes several SPaG errors.</li> </ul> <p><b>Location and place</b></p> <ul style="list-style-type: none"> <li>Knows about several places, environments and important features including local places and at least two in different parts of the world.</li> <li>Describes and begins to give reasons for why places may be different from each other.</li> <li>Is aware of where important places are in the world, including the continents and oceans, largest mountain ranges and longest rivers in the world.</li> <li>Understands that places have changed over time and may change in the future and can begin to explain reasons why.</li> <li>Is aware of how places are linked to and have connections with others, including their local area.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>Recognises, describes and begins to explain patterns in geography.</li> <li>Recognises, describes and begins to explain physical and human processes.</li> <li>Describes how these processes can lead to similarities and differences between places and peoples' lives.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>Suggests explanations of how people cause changes to the environment.</li> <li>Explains the different views people may have.</li> <li>Understands that people may have different views and begins to explain why.</li> <li>Recognises how environments can be managed sustainably for future generations.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Still occasionally uses structure to aid descriptions and explanations.</li> <li>More confident in using PEEL.</li> <li>Uses knowledge and understanding to suggest relevant questions and to make informed decisions.</li> <li>Follows an appropriate sequence of questions.</li> <li>Presents findings in suitable ways.</li> <li>Reaches sensible conclusions based on the evidence used.</li> <li>Is quite confident in many different map skills including grid references, distance and direction and has a good understanding of thematic maps.</li> <li>Evaluates own work in detail.</li> <li>Makes a few SPaG errors.</li> </ul> <p><b>Location and Place</b></p> <ul style="list-style-type: none"> <li>Knows about important features of several countries in Europe/World and their capital cities.</li> <li>Is aware of where important places are in the world and what gives them their characteristics, including the continents, oceans, mountain ranges and rivers of the world etc.</li> </ul> <p><b>Human and physical processes</b></p> <ul style="list-style-type: none"> <li>Describes and explains physical and human processes.</li> <li>Recognises how these processes link (or interact) to produce the patterns of distinctive characteristics of places and how they change.</li> <li>Explains the social, economic and environmental (SEE) impacts of processes on places.</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>Understands and can explain how people may wish to use the same environment in different, often conflicting, ways.</li> <li>Understands and can compare the different ways in which people may manage environments.</li> <li>Understands and explains why people have different values and attitudes towards places and environments based upon their lifestyle, requirements, beliefs and culture.</li> <li>Explains how environments can be managed sustainably for future generations.</li> </ul>