

## Geography Level Descriptions - In line with the New GCSE Levels

<b>Grade</b>	<b>Knowledge</b> <i>Contextual knowledge of locations, places and geographical features</i>	<b>Progression</b>	<b>Understanding</b> <i>Understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space</i>	<b>Progression</b>	<b>Geographical Enquiry</b> <i>Competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information</i>	<b>Progression</b>
<b>1</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> about some different places in the world.</li> <li><input type="checkbox"/> about some human and physical features in the world which are important.</li> </ul>	<i>Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and context.</i>	<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what some places are like and how they are similar and different.</li> <li><input type="checkbox"/> some geographical patterns and can describe them.</li> </ul>	<i>extending from the familiar and concrete to the unfamiliar and abstract; making greater sense of the world through organising and connecting information; working with more complex information about the world including people's values, attitudes and beliefs.</i>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> carry out geographical enquiries with quite a lot of help, using maps, graphs and images.</li> <li><input type="checkbox"/> express my opinions.</li> </ul>	<i>increasing the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.</i>
<b>2</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> about a variety of different places in the world.</li> <li><input type="checkbox"/> about a variety of human and physical features in the world which are important.</li> <li><input type="checkbox"/> about places which are in the news.</li> </ul>		<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> in some detail what several places are like, how they are similar and different and how they are changing.</li> <li><input type="checkbox"/> some geographical patterns and can begin to explain why they exist.</li> <li><input type="checkbox"/> that there are links between places, people and environments.</li> </ul>		<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> carry out geographical enquiries with some help, using a range of maps, graphs and images.</li> <li><input type="checkbox"/> express and begin to explain my opinions.</li> <li><input type="checkbox"/> recognise that other people may not have the same opinion as me.</li> </ul>	
<b>3</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> about a variety of different places in the world and the UK.</li> <li><input type="checkbox"/> about a variety of human and physical features in the world which are important and can describe their characteristics.</li> <li><input type="checkbox"/> about a variety of places which are in the news.</li> </ul>		<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> in detail what a variety of places are like, how they are similar and different and how they are changing.</li> <li><input type="checkbox"/> some geographical patterns and can explain why they exist.</li> <li><input type="checkbox"/> that there are links between places, people and environments which I can describe clearly.</li> </ul>		<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> carry out geographical enquiries with some help, using a wide range of maps, graphs and images accurately.</li> <li><input type="checkbox"/> express and explain my opinions.</li> <li><input type="checkbox"/> recognise that other people may not have the same opinion as me and begin to explain why this might be.</li> </ul>	

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<b>4</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> about a wide variety of different places in the world and the UK.</li> <li><input type="checkbox"/> about a wide variety of human and physical features in the world which are important and can describe their characteristics in detail.</li> <li><input type="checkbox"/> about a wide variety of places which are in the news.</li> </ul>	<i>Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and context.</i>	<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> in detail what a variety of places are like, how and why they are similar and different and how they have changed over time.</li> <li><input type="checkbox"/> A range of geographical patterns and can explain in detail why they exist.</li> <li><input type="checkbox"/> That there are links between places, people and environments which I can describe in detail and begin to explain.</li> </ul>	<i>extending from the familiar and concrete to the unfamiliar and abstract; making greater sense of the world through organising and connecting information; working with more complex information about the world including people's values, attitudes and beliefs.</i>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Carry out geographical enquiries with some help, using a wide range of more complex maps, graphs and images accurately.</li> <li><input type="checkbox"/> Express and explain my opinions in detail.</li> <li><input type="checkbox"/> Communicate my findings clearly and effectively.</li> </ul>	<i>increasing the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.</i>
<b>5</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> some places, environments and features on a local scale.</li> <li><input type="checkbox"/> some places, environments and features on a national scale.</li> <li><input type="checkbox"/> some places, environments and features on a global scale.</li> </ul>		<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> that there are various human and physical processes that create and change the world around us which I can explain.</li> <li><input type="checkbox"/> Why places are linked and can describe the impact that these links can have on people and the environment.</li> <li><input type="checkbox"/> That connections can be made between different things that I have studied in geography which I can describe.</li> </ul>		<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to choose a range of complex data to help me investigate geographical questions.</li> <li><input type="checkbox"/> Express and begin to explain some different points of view about geographical issues and problems.</li> </ul>	

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<b>6</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a range of places, environments and features on a local scale.</li> <li><input type="checkbox"/> a range of places, environments and features on a national scale.</li> <li><input type="checkbox"/> a range of places, environments and features on a global scale.</li> </ul>	<i>Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and context.</i>	<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> that there are various human and physical processes which create and change the world around us which I can explain clearly.</li> <li><input type="checkbox"/> why places are linked and can describe and begin to explain the impact that these links can have on people and the environment.</li> <li><input type="checkbox"/> that connections can be made between different things that I have studied in geography which I can describe and explain.</li> </ul>	<i>extending from the familiar and concrete to the unfamiliar and abstract; making greater sense of the world through organising and connecting information; working with more complex information about the world including people's values, attitudes and beliefs.</i>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> choose and use a wide range of complex data to help me investigate geographical questions.</li> <li><input type="checkbox"/> express and explain different points of view about geographical issues and problems.</li> </ul>	<i>increasing the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.</i>
<b>7</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a wide range of places, environments and features on a local scale.</li> <li><input type="checkbox"/> a wide range of places, environments and features on a national scale.</li> <li><input type="checkbox"/> a wide range of places, environments and features on a global scale.</li> </ul>		<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a wide range of human and physical processes which create and change the world around us which I can explain in detail.</li> <li><input type="checkbox"/> why places are linked and can describe in detail and explain the impact that these links can have on people and the environment.</li> <li><input type="checkbox"/> that connections can be made between different things that I have studied in geography which I can describe and explain in detail.</li> </ul>		<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> choose independently a wide range of complex data to help me investigate geographical questions.</li> <li><input type="checkbox"/> express and explain in detail different points of view about geographical issues and problems.</li> </ul>	

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<b>8</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how places link and relate to each other.</li> <li><input type="checkbox"/> that patterns vary depending on whether you look at them on a local or a global scale.</li> <li><input type="checkbox"/> that some issues need to be tackled on a global rather than a local scale.</li> </ul>	<i>Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and context.</i>	<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a number of processes that lead to geographical change and can use complex vocabulary to explain them.</li> <li><input type="checkbox"/> that there are a variety of ways in which humans have an impact on the physical environment and vice versa.</li> <li><input type="checkbox"/> that geographical theories can be applied and tested in the real world.</li> </ul>	<i>extending from the familiar and concrete to the unfamiliar and abstract; making greater sense of the world through organising and connecting information; working with more complex information about the world including people's values, attitudes and beliefs.</i>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> independently plan and carry out geographical enquiry.</li> <li><input type="checkbox"/> use a range of complex graphical, statistical and communication skills effectively.</li> <li><input type="checkbox"/> apply my knowledge and understanding of geography outside of the classroom.</li> </ul>	<i>increasing the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.</i>
<b>9</b>	<p>I know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how and why places link and relate to each other.</li> <li><input type="checkbox"/> that patterns vary depending on the scale at which you look at them.</li> <li><input type="checkbox"/> that some issues need to be tackled on a global rather than a local scale and can explain why.</li> </ul>		<p>I understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a wide variety of processes that lead to geographical change and can use complex vocabulary and diagrams to explain them effectively.</li> <li><input type="checkbox"/> that there are a variety of ways in which humans have an impact on the physical environment and vice versa which I can explain.</li> <li><input type="checkbox"/> that geographical theories can be applied and tested in the real world and I can evaluate their success.</li> </ul>		<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> independently plan and carry out geographical enquiry effectively and in detail.</li> <li><input type="checkbox"/> use a range of complex graphical, statistical and communication skills with proficiency.</li> <li><input type="checkbox"/> effectively apply my knowledge and understanding of geography outside of the classroom.</li> </ul>	

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<b><u>Key Stage 3</u></b>	<b><u>Key Stage 4</u></b>	<b><u>From A*-G to Levels</u></b>
Typically Grades 1-5	Typically Grades 6-9	Level 4 = C   Level 6 = B   Level 7 = A