

Lower Transit Geography

	1	2	3	4	5
Geographical Knowledge	Recall of basic and/or generalised geographical facts and information about places, environments, concepts and locations.	Recall of numerous geographical facts and information about places, environments, concepts and locations at 2 or more scales. Key terms and definitions starting to be used.	Recall of a wider range of Geographical facts and information about places, environments, concepts and locations at a range of scales. Key terms and definitions used to good effect.	Accurate recall of facts and Geographical knowledge about places, environments, concepts and locations at a range of scales. Key terms and definitions are used effectively. Examples are given to demonstrate understanding.	Detailed and accurate recall of a full range of facts and Geographical knowledge about places, environments, concepts and locations at a range of scales. Knowledge, key terms and definitions used confidently and accurately. Clear examples are evident to demonstrate understanding.
Physical Geography	Limited knowledge of physical landscapes and basic understanding of some processes. Can identify physical landforms and name some basic processes.	General knowledge of physical landforms and processes. Able to describe physical environments and basic processes that help to create them. Can begin to match landscapes with physical environments/ecosystems.	Good knowledge and understanding of physical landforms and processes. Able to describe how landforms are created using some specialist terms. Can locate landscapes within physical environments/ecosystems.	Secure understanding of physical landforms and how they have been created. A clear explanation of formation and geographical processes with use of specialist terms. Can describe the location of landscapes within physical environments/ecosystems.	Excellent knowledge and understanding of physical environments and how physical processes have led to the formation of physical features. A sound explanation with excessive use of appropriate specialist terms. Can explain the location of landscapes within physical environments/ecosystems.
Human Geography and Citizenship	Basic awareness of human interactions with the world. Basic understanding of human change and human processes. Can discuss issues that affect them and others.	General awareness of human interactions with the world we live in. Begins to describe human changes and identify human processes. Can discuss issues that affect them and others, have developing a sense of empathy and a general understanding of other societies and cultures.	Good knowledge of human interactions with the physical world. Describes human processes and change occurring at different scales. Starting to build a knowledge of how humans interact and impact upon the world. Can discuss in detail issues that affect them and others, a clear sense of empathy is shown along with a good understanding of other societies and cultures.	Detailed knowledge and understanding of human interactions with and use of the physical world. Explains human impact and the human processes that occur on different scales and at different levels of development. Explanation of how significant the impact is on the world and why human interactions are so important. Demonstrates detailed understanding of issues from a range of scales, a clear	Secure knowledge and understanding of human interactions with and use of the physical world. Explains human processes with confidence and assesses human impact on a variety of scales. Complex explanations of the potential impacts of human interactions with the world. Demonstrates complex understanding of issues from a range of scales with an excellent understanding of other societies and cultures.

				sense of empathy is shown along with a secure understanding of other societies and cultures.	
Environmental change and Sustainability	<p>Can identify basic links between the human and physical world.</p> <p>Can recognise humans have an impact on the world around them.</p>	<p>Can identify and describe one or two links between the physical and human world.</p> <p>Begin to identify how people can both improve and sustain the environment.</p> <p>Recognise people will have different views about environmental issues.</p> <p>Begins to make links to land based studies.</p>	<p>Explains some ways that human activities cause environments to change.</p> <p>Shows an awareness of sustainable development; suggests some ways this could be put into practice.</p> <p>Recognises the range of views people have about environmental interaction and change.</p> <p>Developing an understanding of the need for conservation and sustainable development.</p> <p>Links learning to land based studies with effect.</p>	<p>Clear explanation of the ways in which human activities cause environments to change both positively and negatively.</p> <p>Compares sustainable and other approaches to managing environments.</p> <p>Recognises and explains how conflicting demands on the environment may arise, able to explain why there will be a conflict of interest.</p> <p>Appreciate that different values and attitudes can result in different approaches to environmental interaction and change.</p> <p>Understands the importance of conservation and sustainable development and relates to land based studies with accuracy.</p>	<p>Accurately explains that many factors influence decisions made about sustainable development and other approaches to managing places/environments.</p> <p>Understands impacts can occur on a variety of scales and justifies how places are affected by actions and events elsewhere.</p> <p>Analyses how human actions may have consequences and that change can sometimes lead to conflict.</p> <p>Understands how the interaction between people and environments may result in complex and unintended changes.</p> <p>Accurately demonstrates a range of views about environmental interaction.</p> <p>Understands the importance of conservation and sustainable development, relates to land based studies with accuracy and confidence.</p>
Decision making	Can ask questions to find information which may not always be geographically relevant.	Begins to ask suitable questions to find information.	Begins to suggest suitable geographical questions.	Asks suitable geographical questions to find relevant information.	Confidently asks appropriate geographical questions to find relevant information.

	<p>Makes sweeping generalisations to Suggest a decision.</p>	<p>Uses some low level skills and sources to help answer geographical questions.</p> <p>Begins to suggest a decision, with one to two unsupported reasons.</p>	<p>Uses a range of geographical skills to help investigate places and environments at local and regional scales.</p> <p>Describes without explanation decisions made, giving one or two reasons to support. Uses sources as evidence in decision making.</p> <p>Identifies there are opposing decisions, giving reasons why these have been rejected.</p> <p>Links the decision to one or two stakeholder.</p> <p>Carries out own research to further geographical understanding.</p> <p>Begins to apply understanding from outside world.</p>	<p>Makes decisions using a variety of skills and sources, explains decisions giving several well selected resources to support.</p> <p>Recognises opposing decisions, suggests appropriate reasons for rejecting these decisions.</p> <p>Is able to link the decision and rejected decisions to appropriate stakeholders.</p> <p>Carries out own research to further geographical understanding and makes use of research within classwork and homework.</p>	<p>Clearly explains and justifies decisions, carefully selecting resources to support.</p> <p>Explains why the opposing decisions have been rejected, also giving evidence to support.</p> <p>Links to all stakeholders, appropriate links between different stakeholders and their views on each decision. Including which stakeholders would benefit/wouldn't benefit.</p> <p>Carries out own relevant research to further geographical understanding and effectively makes use of research within classwork and homework.</p>
<p>Geographical Skills</p>	<p>Attempts to use basic cartographic, graphical, numerical and statistical skills, often with inaccuracies.</p> <p>Sometimes attempts to use basic geographical terms.</p> <p>Can identify 4 point compass directions, can use 4 figure grid references and can locate the continents.</p> <p>Identifies familiar features on maps/photographs and identifies some geographical patterns.</p>	<p>Attempts to use basic geographical words.</p> <p>Uses a selection of resources available.</p> <p>Uses a limited range of cartographic, graphical, numerical and statistical skills.</p> <p>Recognise features of an OS map, can use 4 figure grid references and begins to use 6 figure. Begins to understand and use other maps skills such as relief, scale and distance.</p> <p>Identifies familiar and unfamiliar features on maps/photographs.</p>	<p>Use a range of geographical words.</p> <p>Uses a selection of resources and begins to make links between them.</p> <p>Uses a range of cartographic, graphical, numerical and statistical skills.</p> <p>Confidently uses 4/6 figure grid references on an OS map and begins to use other map skills such as relief, scale and distance.</p> <p>Recognises and is able to describe familiar and unfamiliar features on maps/photographs.</p>	<p>Effectively uses a range of geographical words.</p> <p>Suggests an appropriate sequence of investigation.</p> <p>Selects a range of resources and evidence, identifying potential bias.</p> <p>Present findings clearly and bases conclusions on evidence.</p> <p>Uses a wide range of cartographic, graphical, numerical and statistical skills.</p> <p>Confidently uses 6 figure grid references on an OS map,</p>	<p>Effectively uses a wide range of geographical words.</p> <p>Develops an enquiry using a range of relevant and critically evaluated sources of evidence.</p> <p>Justify findings with well-reasoned conclusions and links them to wider contexts and issues.</p> <p>Confidently use modern technologies including GIS.</p> <p>Confidently uses 6 figure grid references on an OS map along with other map skills with ease.</p>

		<p>Identifies and describes geographical patterns and recognises maps of different scales.</p> <p><u>With guidance, uses knowledge of familiar situations to respond to unfamiliar tasks.</u></p>	<p>Begins to describe significant physical and human features on a range of maps at all scales. Offers reasons for patterns.</p> <p><u>Recognises prior learning and knowledge could be used to respond to unfamiliar tasks.</u></p>	<p>along with other map skills including relief, scale and distance.</p> <p>Recognise and be able to explain familiar and unfamiliar features on maps/photographs.</p> <p>Describes and explains significant physical and human features and patterns on a range of maps at all scales.</p> <p><u>Identifies links between prior learning and adapts knowledge to respond to unfamiliar tasks.</u></p>	<p>Recognises and confidently explains familiar and unfamiliar features on maps/photographs.</p> <p>Explains significant physical and human features and patterns on a range of maps at all scales.</p> <p><u>Make links between prior learning and be able to adapt effectively to unfamiliar situations.</u></p>
<p>Communication and Enquiry</p>	<p>Most of the response repeats the question or is very much generalised.</p> <p>Work may consist of low level sentences, lists or bullet points.</p> <p>Basic key terms are used.</p>	<p>Simple comments are made, lacks development or secure links to the question.</p> <p>Work is written in sentences with full stops and capital letters.</p> <p>Attempts are made to use the PEE technique.</p> <p>Key terms are occasionally used with good effect.</p> <p>Reference is made to the resources provide.</p>	<p>Description and explanation evident.</p> <p>Extended work includes introductions and conclusions.</p> <p>The PEE technique is used with confidence.</p> <p>Resources are used with good effect to demonstrate understanding.</p> <p>Key terms are used regularly to good effect.</p> <p>Further research is regularly carried out to further understanding.</p>	<p>Extended writing selects, deploys and organises relevant information.</p> <p>Work starts with a relevant introduction and conclusion.</p> <p>The PEE technique is used accurately, as are quotations with effective descriptions and explanations.</p> <p>A range of key words and terms are used with flair.</p> <p>Arguments are balanced and well supported. Judgements are made but lack clarity or extension.</p>	<p>Extended writing is detailed and precise, coherent and adapted to the context.</p> <p>Work always starts with a relevant introduction and conclusion.</p> <p>The PEE technique is used with flair which is consistently precise with coherent narratives, descriptions and explanations.</p> <p>A wide variety of key words and terms are used regularly and with effect.</p> <p>A balanced argument is supported by a judgement which compares points/factors convincingly and is backed up by evidence.</p> <p>Also judgement is analytical, recognising that causes/events etc. are complicated but can analyse to reach their judgement often</p>

					putting their points in a hierarchy.
Social, Moral and Cultural Exploration	<p>Basic understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Can give their basic view.</p>	<p>General understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Recognises that other outlooks exist but may not always so appreciation of them.</p> <p>Can put their view across with confidence but may not be back up with accurate reasoning.</p>	<p>Secure understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Recognition that there are often two ways of looking at events/ideas/etc.</p> <p>Can put their view across with confidence and in a convincing manner supported with clear explanation.</p> <p>Can give reasons for their opinions and ideas.</p>	<p>Detailed understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Clearly understands that there are often many of looking at events/ideas/etc.</p> <p>Can put their view across with confidence and in a convincing manner supported with explanation and evidence.</p> <p>Can provide good reasoning for their opinions and ideas.</p>	<p>Deep and thorough understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Clearly understands that there are often many of looking at events/ideas/etc. which can be linked to different stakeholder/groups.</p> <p>Can put their view across with confidence and in a convincing manner supported with explanation and evidence.</p> <p>Can provide well-balanced reasoning for their opinions and ideas.</p>
	1	2	3	4	5