

KS3

Specification

2020



GEOGRAPHY

Stage Descriptors

RLT Stage Criteria

Stage 11

1. Accurately recall the precise characteristics of physical and human environments with support of case studies, as well as geographical patterns, across a variety of spatial settings using accurate terminology
2. Demonstrate exceptional understanding of how human processes interact with physical processes to develop more complex geographical patterns and how these can be made sustainable, applying these with greater accuracy to a wide range of unfamiliar contexts
3. Confidently interpret and analyse the impacts of geographical issues with greater precision and can make sophisticated judgments about what is the best way to move forward. Judgments include strong awareness of the strengths and limitations of their chosen option
4. Explicit explanation containing a well balanced argument that is supported thoroughly with evidence. Independently evaluating the needs of different interest groups
5. Create a key question and plan an in depth geographical enquiry with confidence. Analysis and evaluation considers strengths and limitations of the data
6. Confidently use higher order geographical skills and analyse patterns and trends in depth

Stage 10

1. Accurately recall in greater detail characteristics of physical and human environments with support of case studies as well as geographical patterns, with a wider appreciation of the wider scale and some accurate use of key terminology
2. Demonstrate a high level of understanding of how human processes interact with physical processes to develop more complex geographical patterns and how these can be made sustainable, applying these with accuracy to a wide range of unfamiliar contexts
3. Interpret and analyse the impacts of geographical issues with precision and can make some detailed judgments supported with evidence about what is the best way to move forward. Judgments include strong awareness of the strengths and limitations of their chosen option
4. Constructs a very detailed explanation containing a well balanced argument that is supported with a range of evidence. Includes an evaluation of the needs of different interest groups
5. Create a key question and plan a geographical enquiry with confidence. Analysis and evaluation considers strengths and limitations of the data
6. Use higher order geographical skills and analyse patterns and trends

Stage 9

1. Recall in detail characteristics of physical and human environments with support of case studies as well as geographical patterns, with a simple appreciation of the wider scale and some use of key terminology
2. Demonstrate a good level of how human processes interact with physical processes to develop a more complex geographical patterns and how these can be made more sustainable applying these with accuracy to a wide range of unfamiliar contexts
3. Interpret and analyse the impacts of geographical issues and make supported judgments with evidence about what is the best way to move forward. Judgements include strong awareness of the strengths and limitations of their chosen option
4. Constructs a detailed explanation containing a well balanced argument that is supported with evidence. Includes an evaluation of the needs of different interests groups
5. Create a key question and plan a geographical enquiry. Analysis and evaluation occurs
6. Begin to use higher order geographical skills and begins to analyse patterns and trends

Stage Descriptors

Stage 8

1. Accurately recall in some detail characteristics of physical and human environments with support of case studies as well as geographical patterns, with some appreciation of the wider scale and some use of key terminology
2. Demonstrate understanding of how human processes interact with physical processes to develop more complex geographical patterns and how these can be made sustainable, applying these with accuracy to a range of unfamiliar contexts
3. Interpret and analyse the the impacts of geographical issues and begin to make supported judgments about what is the best way to move forward. Judgments include some very good awareness of the strengths and limitations of their chosen option
4. Begin to construct a detailed explanation containing a well balanced argument that is supported with some evidence. Starts to elaborate the needs of different interest groups with some evaluation
5. Select a key question from a given range and plan a detailed geographical enquiry. Analysis and evaluation occurs
6. Demonstrate confidence in the use of geographical skills, understanding why some anomalies exist through the identification of patterns and trends

Stage 7

1. Recall in detail characteristics of physical and human environments with support of case studies as well as geographical patterns, with a simple appreciation of the wider scale and some use of key terminology
2. Demonstrate some understanding of how human processes interact with physical processes to develop more complex geographical patterns and how these can be made sustainable, applying these with accuracy to unfamiliar contexts
3. Interpret and begin to analyse the impacts of geographical issues and make supported judgments including good awareness of the strengths and limitations of their chosen option
4. Begin to construct a good explanation containing a balanced argument that is supported with good evidence. Recognises the needs of different interest groups
5. Plan a geographical enquiry for a given key question which is answered through the collection and presentation of primary and/or secondary data. Analysis of data occurs with evaluation
6. Demonstrate a growing confidence in the use of geographical skills, understanding why some anomalies exist

Stage 6

1. Recall in some detail characteristics of physical and human environments with support of case studies, with a limited appreciation of the wider scale and some use of key terminology
2. Begins to show some understanding of how human processes interact with physical processes to develop more complex geographical patterns and how these can be made sustainable, applying these with accuracy to familiar contexts
3. Begins to interpret and analyse some impacts of geographical issues and make supported judgments including basic strengths and limitations of a chosen option
4. Begins to construct an explanation containing a balanced argument that is supported with simple evidence. Recognises the needs of different interest groups
5. Plan a geographical enquiry for a given key question which is answered through the collection or presentation of primary and secondary data. Basic analysis of data occurs with some evaluation
6. Demonstrate some confidence in the use of geographical skills

Stage Descriptors

<p>Stage 5</p>	<ol style="list-style-type: none"> 1. Recall many characteristics of physical and human environments with support of case studies, with a limited appreciation of the wider scale and some use of key terminology 2. Demonstrate an understanding of how human and physical processes interact to develop understanding of how environments can be made sustainable 3. Begins to interpret geographical issues and make supported judgments 4. Begins to construct a simple explanation containing an argument that is supported with limited evidence. Begins to recognise the needs of different interest groups 5. Plan a simple geographical enquiry for a given key question which is answered through the collection and presentation of primary and secondary data. Basic analysis of data occurs 6. Identify a wide range of geographical features and start to develop good geographical skills
<p>Stage 4</p>	<ol style="list-style-type: none"> 1. Recall some characteristics of physical and human environments with support of case studies and some use of key terminology 2. Demonstrate some understanding of how human processes interact with physical processes and have some understanding of the concept of sustainability 3. Begins to interpret geographical issues and make judgments 4. Begins to construct an explanation containing an argument with simple meaning. Recognises the needs of different interest groups 5. Collect and present primary and secondary data in a variety of formats for a given key question 6. Identify a wide range of geographical features and start to develop basic geographical skills
<p>Stage 3</p>	<ol style="list-style-type: none"> 1. Recall simple characteristics of physical or human environments with support of case studies and simple use of key terminology 2. Identify how human and physical processes affect the environment and begin to have a concept of sustainability 3. Begin to make simple judgments about geographical issues 4. Give simple opinions about geographical issues and recognise that there are different interest groups 5. Collect and present primary data in a variety of formats for a given key question 6. Identify a wide range of geographical features
<p>Stage 2</p>	<ol style="list-style-type: none"> 1. Awareness of the differences between environments 2. Identify how human and physical processes affect the environment 3. Make simple statements about geographical issues 4. Give very simple opinions about geographical issues and recognise that people hold different view points 5. Collect and present primary data in a simple format for a given key question 6. Identify a range of geographical features
<p>Stage 1</p>	<ol style="list-style-type: none"> 1. Simple awareness that different environments exist 2. Begin to identify how human and physical processes affect the environment 3. Name geographical issues 4. Give very simple opinions on geographical issues 5. Begin to collect primary data for a given key question 6. Identify a small range of geographical features