



## Humanities

### Geography Grade 9-1 Framework

Assessment Objective	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
<p><b>AO1</b></p> <p><i>Demonstrate knowledge of locations, places, processes, environments and different scales.</i></p>	<p>Begins to make links in their knowledge of physical and human environments and starts to think more worldwide.</p> <p>Shows a basic level of knowledge of location.</p>	<p>Can recall very basic information about the physical and human region studied and their specific environmental characteristics.</p> <p>Shows a basic level of knowledge of location.</p>	<p>Can recall basic information about physical and human environments and is often limited to a few geographical scales.</p> <p>Shows a basic level of knowledge of specific locations. Can use more subject specific geographical language.</p>	<p>Can recall basic information about physical and human environments, but with a growing appreciation of different scales.</p> <p>Demonstrates simplistic knowledge of location through specific case studies and basic key terminology is used.</p>	<p>Can recall a wider variety of information about physical and human environments, but still limited to a range of scales.</p> <p>Will demonstrate use of case study specific knowledge and use appropriate key terminology with some accuracy.</p>	<p>Can recall some accurate detail about physical and human environments studied with an appreciation of a wider scale.</p> <p>Will demonstrate increasing use of case study specific knowledge and use appropriate key terminology with some accuracy.</p>	<p>Can recall detailed information about physical and human environments studied, across all scales.</p> <p>Will be able to include appropriate case study detail and location. Can use key terminology with accuracy.</p>	<p>Can accurately recall detailed information about the characteristics of physical and human environments studied across all scales.</p> <p>Can demonstrate very detailed knowledge of the location of case studies and can use more comprehensive terminology in their descriptions and explanations.</p>	<p>Can accurately recall precise information about the characteristics of physical and human environments studied across a variety of spatial settings.</p> <p>Can demonstrate very detailed knowledge of the location of case studies and can use more comprehensive terminology in their descriptions and explanations.</p>
<p><b>AO2</b></p> <p><i>Demonstrates geographical understanding of:</i></p> <p><i>Concepts and how they are used in relation to places, environments and processes.</i></p> <p><i>The inter-relationships between places, environments and processes.</i></p>	<p>Can start to analyse the physical and human characteristics of these regions and can use their own understanding of different locations.</p> <p>Can recognise that physical and human processes in both environments interlink and that this can create diversity which can promote change</p> <p>Will start to understand that management can have consequences.</p>	<p>Can understand simple geographical ideas about physical and human processes but are often not linked to a specific example.</p> <p>Will understand the interrelations between physical and human environments and people, and that people are trying to manage these environments.</p> <p>Will show awareness that people have different views and attitudes towards managing environments.</p>	<p>Can show some understanding of geographical ideas, but these are demonstrated simply.</p> <p>Can understand simple physical and human processes, but be able to recognise that they help develop geographical patterns in a variety of environments.</p> <p>Can recognise that people have different values and attitudes towards environments and that these will vary depending on how the landscape is being used and managed.</p>	<p>Geographical ideas are referred to in a simple manner and often limited in example detail.</p> <p>Can begin to understand that physical and human environments will involve interactions between physical and human processes.</p> <p>Will begin to understand that the different views of people will have different effects on how environments are used and managed.</p>	<p>Show some understanding and knowledge of the location of these environments through case study detail with key terminology is used.</p> <p>Will understand how the relationship between people and environments inter-link between physical and human processes.</p> <p>Will show some awareness that values and attitudes to environments will vary depending on the opinions of stakeholders.</p>	<p>Show understanding and knowledge of the location of these environments through case study detail with key terminology is used.</p> <p>Will begin to show understanding of how these processes interact causing diversity and independence. Will understand how links are made between people and the environment.</p> <p>Will have a broader understanding that values and attitudes of people will vary when it comes to managing these environments and how this causes change.</p>	<p>Can demonstrate understanding of a range of geographical processes. Can appreciate the need for a more sustainable approach.</p> <p>Can interpret the characteristics of a chosen case study or example and be able to link them to both physical and human geography.</p> <p>Can demonstrate how this can impact on management of environments by evaluating the values and attitudes involved in managing and making decisions.</p>	<p>Can demonstrate a thorough understanding of the location of specific case studies and use more complex key terminology with confidence.</p> <p>Can understand how human processes interact with physical processes to help develop geographical patterns and can consider the interdependence between human and physical geography.</p> <p>Appreciates the need for a more sustainable approach to the planning and management of these environments, using a range of supporting examples.</p>	<p>Can demonstrate an understanding of geographical processes and can appreciate the need for a sustainable approach to the management of environments.</p> <p>Thoroughly understands how human processes interact with physical processes to help develop more complex geographical patterns.</p> <p>Can appreciate the need for a more sustainable approach to the planning and management of environments can evaluate the costs and benefit, with an appreciation the reasons why parties involved will have different opinions.</p>

Assessment Objective	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
<b>AO3</b> <i>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</i>	<p>Can start to simply plan their own sequence of investigation into relevant geographical issues.</p> <p>Can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached.</p>	<p>Can conduct a geographical enquiry and collect data (primary and secondary) using appropriate techniques.</p> <p>Outcomes of the enquiry are simplistic with a limited range of key terminology used. Simplistic conclusions will be reached.</p>	<p>Can conduct a geographical enquiry and can collect data (primary and secondary) using a wider range of appropriate techniques.</p> <p>Outcomes of the enquiry are simplistic with a range of key terminology used. Simplistic conclusions will be reached.</p>	<p>Can conduct a geographical enquiry and show more confidence in collecting appropriate data (primary and secondary) to help support the enquiry.</p> <p>Attempts to make comments about the data but are often brief, with a limited conclusion attempted. Will offer a brief evaluation that is often focused on just one aspects of the enquiry.</p>	<p>Can conduct a geographical enquiry and identify key questions or hypotheses to support enquiry processes. Will be able to suggest an appropriate sequence of investigation and collect appropriate data to help support the enquiry.</p> <p>Can communicate their findings in more detail with plausible conclusions offered, as well as evaluation offered for more than one aspect of the enquiry.</p>	<p>Can conduct a geographical enquiry and identify key questions or hypotheses to support evaluation. Begin to offer some contextualisation of their enquiry. Will be able to suggest an appropriate sequence of investigation.</p> <p>Can communicate findings in greater depth, offering links to appropriate geographical theories. Plausible conclusions offered, as well as an evaluation of more than one aspect of the enquiry.</p>	<p>Can conduct a geographical enquiry and identify appropriate key questions or hypotheses to support their enquiries. Will collect (primary and secondary), collate and present their findings using a range of skills.</p> <p>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.</p>	<p>Can conduct a geographical enquiry and identify appropriate hypotheses or key questions, offering supporting predictions for enquiry. Will collect (primary and secondary), collate and present their findings.</p> <p>Understanding of how to critically evaluate the process of their enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Written work will be coherent and will be exemplified using key terminology.</p>	<p>Can conduct an enquiry and identify appropriate hypotheses or key questions, offering detailed supporting predictions for enquiry. Will accurately collect (primary and secondary), collate and present their findings.</p> <p>Understanding of how to critically evaluate the process of their enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Written work will be coherent and will be exemplified using sophisticated key terminology.</p>
<b>AO4</b> <i>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</i>	<p>Can describe distributions of physical and human features at a range of different scales.</p> <p>Sketch maps will be completed with ease and more annotated will be attempted of a variety of key features. Will have a working understanding of OS map skills and use 6 figure grid references. Can recognise the link between photographs and OS maps.</p>	<p>Can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends.</p> <p>Can construct simplistic cross sectional diagrams, and label some of the physical and human features. A range of OS map skills will be used. Students can use GIS to interpret geographical patterns and recognise its importance as a means of presenting data.</p>	<p>Can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends.</p> <p>Can construct more sophisticated cross sectional diagrams, and can label on some of the physical and human features. A wide range of OS map skills will be used. Can use statistical and numerical skills and attempt to include analysis techniques such as percentage increase or decrease when analysing data.</p>	<p>Students have a good understanding of how cartographical and OS skills can be used to describe and interpret geographical patterns.</p> <p>Can demonstrate a range of graphical skills and can interpret different types of photographs from a range of landscapes. Will clearly be able to link photographic evidence to OS maps. Numerical skills are good and students will use mode, median and range with ease.</p>	<p>Has a clear understanding of cartographic and OS map skills, and can use these to interpret patterns of both human and physical features at a local, national and worldwide scale.</p> <p>Can clearly demonstrate that they can interpret different types of maps and GIS. Will have good graphical skills and be able to draw and interpret data on sophisticated graphs such as choropleth and flow line maps. Can use numerical and statistical skills to help interpret data sets.</p>	<p>Can demonstrate excellent use of geographical skills and can use these to describe the distribution and patterns of both human and physical features at a range of scales using a variety of different maps.</p> <p>Can draw and interpret a variety of different cartographical skills and interpret the data presented using a wide range of numerical and statistical skills. Will be able to accurately draw cross sectional diagrams using OS maps and interpret patterns with ease.</p>	<p>Can demonstrate a wide range of geographical skills. Will be able to clearly recognise patterns of human and physical features and be able to interpret these on a range of scales.</p> <p>Can draw and annotate cross sectional diagrams using OS maps and annotate these with the specific physical and human features relevant to the area under study. The use and understanding of the role of GIS in Geography will be demonstrated with growing confidence.</p>	<p>Can demonstrate an extensive range of geographical skills to interpret and analyse geographical patterns and trends. Can recognise patterns and interpret the trends using a range of statistical skills.</p> <p>Can draw and interpret a variety of graphs and mapping techniques such as choropleth and analyse the patterns using a range of statistical and numerical skills. Can describe the data using measures of central tendency and clearly identify anomalous values within the data set.</p>	<p>Can demonstrate exceptional use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends. Can use a range of maps and atlases at various scales with confidence.</p> <p>Can describe relationships using sophisticated numerical skills such as measures of central tendency and inter-quartile range. From this, students can clearly recognise anomalies within the data set, offering suggestions for why these exist. The use and understanding of the role of GIS in geography will be demonstrated with confidence.</p>

