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| Geography | Year 9 |
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| GFS Assessment Level | Assessment Criteria | | |
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| | Locational Knowledge | Understanding of Human and Physical Geography | Geographical Enquiry Skills |
| M2 | I can demonstrate a sophisticated understanding of locational contexts, including an increasingly complex awareness of geographical systems in the world from a local, national and global scale and their connections. | I can demonstrate a sophisticated understanding of the processes that lead to geographical changes and the multi-variate nature of human- physical relationships, interactions and interdependence with a strong focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography. My ability to make sophisticated judgements is evident and clear. | I can plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material. My ability to apply enquiry skills to abstract situations is clear. |
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| M1 | I can demonstrate a significant and profound understanding of locational contexts, including a deep-seated awareness of the importance of scale and the concept of global interconnections. | I can demonstrate an intellectual understanding of the processes that lead to geographical changes and the multivariate nature of human- physical relationships and interactions, with a strong focus on forming valid generalisations and abstractions, together with an awareness of the importance of theoretical perspectives and conceptual frameworks in geography. | I can plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a wide range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and in depth evaluation of material. |
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| S3 | I can demonstrate a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global. | I can demonstrate a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human- physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography. | I can plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material. |
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| S2 | I can demonstrate my substantial knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local, national and global. | I can demonstrate my understanding in depth of the physical and human conditions and processes, which lead to the development of, and change in, a variety of geographical features, systems and places. I can explain clearly and in detail various ways in which places are linked and the impacts that people have on the environments. I can make connections between different geographical phenomena I have studied to a high standard. | I can choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems with increasing competence with an increasing range of skill. I can express and justify the different points of view about these. |
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| S1 | I can demonstrate extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. | I can demonstrate that I understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. I can explain various ways in which places are linked and the impacts such links have on people and environments. I can make connections between different geographical phenomena I have studied. | I can, with increasing independence, choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these. |
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| D2 | I can demonstrate substantial working knowledge of an increasing number of locations and their specific features and environments at a range of scales, being able to place them in either the local or global context. | I can begin to explain some aspects of geographical patterns, showing an increasing understanding of how processes can change places, features and environments in different ways. I can show ways in which the characteristics of places can fit into bigger patterns at different scales. I can link places together through their comparisons of similarities and differences. | I can, with some independence, apply a range of skills to collect and interpret more complex geographical sources, which can present a range of different views, and use these to help answer carefully chosen geographical questions. |
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| D1 | I can demonstrate a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. | I can understand some detail of what a number of places are like, how and why they are similar and different, and how and why they are changing. I know about some spatial patterns in human and physical geography, the conditions, which influence those patterns, and the processes, which lead to change. I can show some understanding | I can carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. I can express and explain my opinions, and recognise why others may have different points of view. |

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| | | of the links between places, people and the environment. | |
| E2 | I can begin to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. | I can demonstrate my knowledge and understanding of the wider world by investigating places beyond my immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. I can become more adept at comparing places, and understand some reasons for similarities and differences. | I can investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. I can express my opinions and recognise that others may think differently. |
| E1 | I can describe simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. | I can show understanding by describing the places and features we study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. | I can investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. |