

## Geography Age-Related Assessment Criteria

		Year 5	Year 6	Year 7	Year 8
Knowledge	Locational knowledge A01	They <b>show some knowledge</b> and understanding of different places at a local scale.	Pupils start to show their <b>understanding</b> of a <b>range</b> of places and environments at more than one scale and in different parts of the world.	Pupils show a developed <b>understanding</b> of a <b>range</b> of places at more than one scale and in different parts of the world by <b>describing</b> the key features of them.	Pupils can <b>explain</b> studies of a range of places and environments at more than one scale and in different parts of the world at a local, national and international scale in detail.
Skills	Using key terminology A02	They <b>communicate</b> using basic geographical terminology that is usually spelt correctly.	Pupils are beginning to produce <b>structured work</b> , making appropriate use of geographical terminology.	Pupils can produce structured work, making appropriate use of data and correctly spelt geographical terminology.	Pupils can <b>select and deploy</b> relevant data and make appropriate use of geographical terminology and data to create structured work.
	Collecting data A03	They start to <b>use</b> maps, atlases, globes and digital/ computer mapping to <b>locate and identify</b> countries.	They start to <b>use</b> maps, atlases, globes and digital/ computer mapping to <b>locate and identify</b> countries and start to describe their features.	They build on their knowledge of maps, atlases and globes to enable them to <b>analyse</b> various places and features.	They can use OS maps, topographical and other thematic mapping as well as aerial and satellite photographs to enable them to <b>draw conclusions</b> about places.
	Interpreting sources A04	Pupils start to <b>identify</b> the meaning of a range of sources of geographical information.	Pupils can <b>identify and describe</b> the meaning of a range of sources of geographical information.	Pupils can <b>compare and contrast</b> a range of sources of geographical information.	Pupils can <b>analyse and evaluate</b> a range of sources of geographical information.
	Communication A05	Pupils start to use fieldwork to help them communicate geographical issues.	Pupils use fieldwork to <b>describe</b> characteristic features of places and processes and are starting to present their work in a number of ways.	Pupils start to use fieldwork in <b>contrasting</b> locations to <b>describe</b> characteristic features of places and processes.	Pupils start to use fieldwork in <b>contrasting</b> locations to enable them to <b>analyse and draw conclusions</b> from their own geographical data.
	Understanding processes	They <b>identify</b> and start to <b>describe</b> the human and physical features of places and <b>recognise</b> how those features give them their character.	They begin to <b>describe</b> the human and physical features of other localities and begin to offer <b>explanations</b> for the locations of some of those features.	They can <b>analyse</b> the human and physical features of places at different scales and describe the processes that occur there.	They begin to <b>compare and contrast</b> different environments based on their <b>analyses</b> of various human and physical features and processes.
Concepts	Interdependence A07	Pupils are starting to <b>identify</b> the physical and human processes that change the features of places and how these affect the lives and activities of the people living there.	Pupils are starting to <b>describe</b> the physical and human processes that change the features of places and how these affect the lives and activities of the people living there.	Pupils <b>explain</b> the physical and human processes that change the features of places and how these affect the lives and activities of the people living there.	Pupils are starting to <b>analyse</b> the links between physical and human processes that change the features of places and how these make places dependent on each other.
	Interaction A08	They are starting to <b>identify</b> how people seek to improve and sustain environments.	Pupils begin to <b>investigate</b> how people can both improve and damage the environment.	Pupils <b>compare and contrast</b> the ways in which people improve and damage the environment in different places.	Pupils <b>evaluate</b> the ways in which people damage/ improve the environment and suggest <b>explanations</b> for these changes.