## Geography 1.

Geographical

**Processes and Patterns** 

**Analysis and Evaluation** 

(AO3) Physical

**Geographical Skills** 

**Fieldwork** 

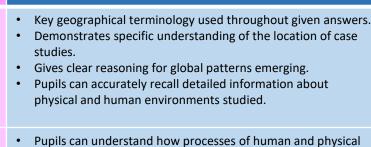
(AO4)

(AO2)

Year 10

## Basic knowledge and understanding of the local area. Some worldwide examples are given in answers.

Basic understanding of categorising countries into developed,



Content use their own understanding of different places.
 Pupils recognise some ways in which humans and the environment interact.
 Pupils can describe the differences.
 Students describe how different physical and human environments can have similarities and differences.
 Pupils start to understand how use and management of

more sustainable.

emerging etc.

human processes.
Pupils understand the inter-linking between physical and human processes and how these can lead to sustainable development.
Answers are linked to a variety of stakeholders.
Students can refer to developing geographical patterns at a range of scales.
Some case study examples used effectively.
Pupils will collect (primary and secondary data), collate and present their findings using a range of skills.

Pupils can recall basic information about physical and human

• Refer to a few examples and able to recall why countries have

environments will involve interactions between physical and

Pupils begin to understand that physical and human

Show a basic level of specific locations.

Use some subject specific language.

different characteristics.

environments.

geography interact.
Students can apply their knowledge with precise accuracy to unfamiliar contexts. Such as exam questions.
Students appreciate the need for sustainable development.
Pupils understand the impact of management of environments by evaluating the attitudes involved in managing and making decisions.
Students are able to link a range of case studies to their answers.
Pupils can conduct a geographical enquiry independently.
Pupils will accurately collect data and present their findings

Students can carry out investigations with teacher guidance, they understand human and physical enquiry.
 Students understand the sequence of the investigation.
 Students present findings with basic terminology often using simple graphs.
 Students can evaluate the sources used for the investigation

different physical and human environments can be made

- Pupils begin to offer some contextualisation of their enquiry.
   Evaluations are given, usually on only one or two aspects of the study.
   Data is presented using simplistic techniques but they will begin to produce more sophisticated techniques also.
  - with links to analysis.
    Clear geographical theory is used along with new research.
    Students can critically evaluate the work they have carried out suggesting limitations and improvements.
    Written work is coherent and will use key terminology, extra research is clear and developed
    Pupils demonstrate exceptional use of geographical skills to describe, interpret and analyse patterns.
    Pupils use a range of maps and atlas' at various scales with confidence.
    Pupils can describe relationships within data sets using numerical techniques such as central tendency.

suggestions to why they exist.

demonstrated with confidence.

Pupils can recognise anomalies within data sets and offer

The understanding of the role of GIS in geography will be

- Pupils can describe distributions of physical and human features and can use annotations on maps and photographs.
  Students can use 4 figure grid referencing confidently.
  Pupils will start to use GIS and interpret data.
  Graphical skills will become more sophisticated and students understand skills such as mode and modal class.
  - Pupils have a good understanding of how OS maps can be used to describe and determine patterns.
    Pupils understand a range of geographical techniques and how to interpret data presented.
    Pupils understand how GIS us used to analyse patterns.
    Pupils will be able to use more sophisticated statistics such as percentage change.