

<h1>Year 10</h1> <h2>Geography</h2>			
1. Geographical Knowledge (AO1) Development	<ul style="list-style-type: none"> • Basic knowledge and understanding of the local area. • Some worldwide examples are given in answers. • Basic understanding of categorising countries into developed, emerging etc. • Often use their own understanding of different places. 	<ul style="list-style-type: none"> • Pupils can recall basic information about physical and human environments. • Show a basic level of specific locations. • Use some subject specific language. • Refer to a few examples and able to recall why countries have different characteristics. 	<ul style="list-style-type: none"> • Key geographical terminology used throughout given answers. • Demonstrates specific understanding of the location of case studies. • Gives clear reasoning for global patterns emerging. • Pupils can accurately recall detailed information about physical and human environments studied.
2. Geographical Understanding of Processes and Patterns (AO2)	<ul style="list-style-type: none"> • 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 different physical and human environments can be made more sustainable. 	<ul style="list-style-type: none"> • Pupils begin to understand that physical and human environments will involve interactions between physical and 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. 	<ul style="list-style-type: none"> • Pupils can understand how processes of human and physical 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.
3. Analysis and Evaluation (AO3) Physical Fieldwork	<ul style="list-style-type: none"> • 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 and describe their findings 	<ul style="list-style-type: none"> • Pupils will collect (primary and secondary data), collate and present their findings using a range of skills. • 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. 	<ul style="list-style-type: none"> • Pupils can conduct a geographical enquiry independently. • Pupils will accurately collect data and present their findings 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
4. Geographical Skills (AO4)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 is used to analyse patterns. • Pupils will be able to use more sophisticated statistics such as percentage change. 	<ul style="list-style-type: none"> • 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. • Pupils can recognise anomalies within data sets and offer suggestions to why they exist. • The understanding of the role of GIS in geography will be demonstrated with confidence.