

GEOGRAPHY

The Attainment Target for Geography consists of eight level descriptions of increasing difficulty. Teachers use their judgment to decide which level best fits an individual student's performance at the end of Key Stage 3. Most students would be expected to have attained level 5/6 by the end of year 9.

This is a synopsis of the Levels for Geography:

Attainment target for Geography Level 1

Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality.

Level 2

Pupils can describe physical and human features of places. They show an awareness of places beyond their own locality. They recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them.

Level 3

Pupils show their knowledge, skills and understanding in studies at a local scale. They describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features. They are aware that different places may have both similar and different characteristics. They offer reasons for some of their observations and for their views and judgements about places and environments. They recognise how people seek to improve and sustain environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.

Level 4

Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. They recognise and describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. They understand how people can both improve and damage the environment. They explain their own views and the views that other people hold about an environmental change. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5

Pupils describe and begin to explain geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise some of the links and relationships that make places dependent on each other. They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to manage environments sustainably. They explain their own views and begin to suggest relevant geographical questions and issues. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.

Level 6

Pupils describe and explain a range of physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. They describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. They appreciate the many links and relationships that make places dependent on each other. They recognise how conflicting demands on the environment may arise and describe and compare different approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches that have different effects on people and places. Drawing on their knowledge and understanding, they suggest relevant geographical questions and issues and appropriate sequences of investigation. They select a range of skills and sources of evidence from the key stage 3 programme of study and use them effectively in their investigations. They present their findings in a coherent way and reach conclusions that are consistent with the evidence.

Level 7

Pupils understand that many factors, including people's values and attitudes, influence the decisions made about places and environments, and use this understanding to explain the resulting changes. They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict. They appreciate that considerations of sustainable development affect the planning and management of environments and resources. With growing independence, they draw on their knowledge and understanding to identify geographical questions and issues and establish their own sequence of investigation. They evaluate critically sources of evidence, present well-argued summaries of their investigations and begin to reach substantiated conclusions.

Level 8

Pupils begin to account for disparities in development and understand the range and complexity of factors that contribute to the quality of life in different places. They recognise the causes and consequences of environmental issues and understand a range of views about them and different approaches to tackling them. They understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They use examples to illustrate this. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills from the key stage 3 programme of study and use them effectively and accurately. They evaluate critically sources of evidence before using them in their investigations. They present full and coherently argued summaries of their investigations and reach substantiated conclusions.

Exceptional Performance

Pupils refer to a wide range of geographical factors to explain and predict change in the characteristics of places over time. They understand alternative approaches to development and the implications of these for the quality of life in different places. They assess the relative merits of different ways of tackling environmental issues and justify their views about these different approaches. They understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They illustrate this with a full range of examples. They draw selectively on geographical ideas and theories. They carry out geographical investigations independently at different scales. They evaluate critically sources of evidence and present coherent arguments and effective, accurate and well-substantiated conclusions. They evaluate their work by suggesting improvements in approach and further lines of enquiry.