



Geography KS3 Assessment Grid

	Year 7	Year 8	Year 9
Foundation On course for E or below	<ul style="list-style-type: none"> Students can start to describe some geographical processes and concepts but may lack depth Students can draw upon basic information on examples in their written and verbal communication Students will be able to research geographical questions, issues and concepts and start to describe/present their findings. Students communicate using geographical terminology/SPAG inconsistently. 	<ul style="list-style-type: none"> Students can describe and start to explain geographical processes and concepts but may lack breadth and/or depth Students can draw upon basic information on examples in their written and verbal communication Students will be able to research geographical questions, issues and concepts and describe/present and start to explain their findings. Students communicate using geographical terminology/SPAG but are inconsistent. 	<ul style="list-style-type: none"> Students can describe and explain geographical processes and concepts but may lack breadth and/or depth. They can then start to apply this to some examples. Students can draw upon basic information on examples in their written and verbal communication Students will be able to research geographical questions, issues and concepts and describe/present and start to explain their findings. Students communicate using geographical terminology/SPAG but are inconsistent.
Intermediate On course for C-D	<ul style="list-style-type: none"> Students can describe and start to explain geographical processes and concepts but may lack breadth and/or depth. Students can give some detail about examples in their written and verbal communication Students will be able to research geographical issues, questions and concepts and describe/present and start to explain some of their findings. Students are starting to communicate using geographical terminology/SPAG with limited accuracy and consistency. 	<ul style="list-style-type: none"> Students can describe and explain geographical processes and concepts but may lack breadth and/or depth. Students can give some specific detail about examples in their written and verbal communication Students will be able to research geographical issues, questions and concepts and describe/present and explain their findings in some detail. Students are starting to communicate using geographical terminology/SPAG with limited accuracy and consistency. 	<ul style="list-style-type: none"> Students can describe and explain geographical processes and concepts in some breadth and/or depth Students can give specific detail about a range of examples in their written and verbal communication and can also start to draw upon and apply wider geographical knowledge to show understanding. Students can research with some independence geographical issues, questions and concepts and describe/present and explain their findings in some detail. Students are starting to communicate using geographical terminology/SPAG with limited accuracy and consistency.
Higher On course for B	<ul style="list-style-type: none"> Students can describe and explain geographical processes and concepts. Students can give specific detail about some examples in their written and verbal communication and can also start to draw upon and apply wider geographical knowledge to show understanding. Students can research with increasing independence geographical questions, concepts and issues and describe /present and explain their findings. Students will also start to evaluate their findings. Students can communicate using geographical terminology/SPAG with some accuracy and consistency. 	<ul style="list-style-type: none"> Students can describe and explain geographical processes and concepts. They can then start to apply this to some specific examples. Students can give specific detail about a range of examples in their written and verbal communication and can also start to draw upon and apply wider geographical knowledge to show understanding. Students can research with some independence geographical questions, concepts and issues and describe /present and explain their findings in some detail. Students will also start to evaluate their findings. Students can communicate using geographical terminology/SPAG with some accuracy and consistency. 	<ul style="list-style-type: none"> Students can describe and explain geographical processes and concepts. They can then start to apply this to specific examples at a range of scales. Students can give specific detail about a wide range of examples in their written and verbal communication and can also start to draw upon and apply wider geographical knowledge to show understanding. Students can research with increasing independence geographical questions, concepts and issues and describe /present and explain their findings in detail. Students will also start to evaluate their findings. Students can communicate using geographical terminology/SPAG with some accuracy and consistency.
Advanced On course for A/A*	<ul style="list-style-type: none"> Students can describe, explain and apply their understanding of geographical concepts and processes to a range of examples. Students are gaining confidence with evaluating geographical concepts. Students can give some detail about a range of examples in their written and verbal communication and can apply geographical knowledge to show understanding. Students can investigate with some independence, geographical questions, issues and concepts and describe/present and explain their findings to make judgements and draw conclusions. Students will evaluate their findings. Students can effectively communicate using geographical terminology/SPAG accurately and consistently. 	<ul style="list-style-type: none"> Students can describe, explain and apply their understanding of geographical concepts and processes to a wide range of examples. Students can also evaluate geographical concepts in some depth. Students can give some specific detail about a wide range of examples in their written and verbal communication and can apply appropriate geographical knowledge to show understanding. Students can investigate with an increasingly high level of independence, geographical questions, issues and concepts and describe/present and explain their findings in detail to make judgements and draw conclusions. Students will evaluate their findings in some depth. Students can effectively communicate using geographical terminology/SPAG accurately and consistently. 	<ul style="list-style-type: none"> Students can describe, explain and apply their understanding of geographical concepts and processes to an extensive range of examples. Students can also evaluate geographical concepts in depth. Students can give in-depth specific detail about an extensive range of examples in their written and verbal communication and can apply appropriate extensive geographical knowledge to show understanding. Students can investigate with a high level of independence, geographical questions, issues and concepts and describe/present and explain their findings in extensive detail to make judgements and draw conclusions. Students will evaluate their findings consistently and in some depth. Students are able to create solutions and be synoptic in their use of knowledge from across their Geography education.

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			<ul style="list-style-type: none">• Students can effectively communicate using geographical terminology/SPAG accurately and consistently.
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