














 <b>Understanding of places and locations</b>	<b>Understanding of patterns, processes and environmental change</b> 	 <b>Geographical enquiry</b>	 <b>Geographical skills</b>
<p>Students accurately recall precise information about the characteristics of physical and human environments studied across a variety of spatial settings using detailed knowledge of locations.</p>	<p>Students demonstrate an understanding of complex geographical processes applying these with precise accuracy to unfamiliar contexts. Students thoroughly understand how human and physical processes help develop more complex geographical patterns.</p>	<p>Students can conduct a geographical enquiry, identify key questions, accurately collect, collate and present their findings. Students can then analyse data, interpret results and make substantiated conclusions and critically evaluate their enquiry.</p>	<p>Students demonstrate exceptional use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends using a range of maps and data sets with confidence.</p>
<p>Students accurately recall detailed information about the characteristics of physical and human environments studied across all scales with a thorough understanding of the location of specific case studies.</p>	<p>Students can demonstrate understanding of geographical processes applying these with greater accuracy to unfamiliar contexts. Students understand how human processes interact with physical processes to develop geographical patterns.</p>	<p>Students identify appropriate key questions, accurately collect, collate and present their findings using a range of skills. Students are able to analyse their data, interpret results and begin to substantiate their conclusions and evaluate the process of enquiry.</p>	<p>Students demonstrate a wide range of geographical skills clearly recognising patterns of human and physical features. Students can interpreting them on a range of scales.</p>
<p>Students recall detailed information about physical and human environments studied across all scales including appropriate detail and location information.</p>	<p>Students can discuss a range of processes relating to both physical and human environments. Students appreciate how these processes contribute to geographical patterns at a range of scales.</p>	<p>Students can investigate relevant geographical questions about issues concerning differing human and physical environments. They can use a range of geographical skills accurately and summarise their findings using appropriate vocabulary.</p>	<p>Students fully recognise the patterns made by physical and human features using a range of cartographical skills to interpret and analyse trends.</p>
<p>Students use their previous knowledge to identify unfamiliar physical and human environments using named examples to describe the differences between environments.</p>	<p>Students recognise that physical and human processes in different environments link together. They can start to analyse geographical patterns at a range of scales.</p>	<p>Students begin to use a range of skills more accurately to help investigate issues. They can draw together a summary using appropriate vocabulary.</p>	<p>Students describe the distributions of physical and human features. They have an increasing knowledge of OS map skills and can annotate resources in greater depth.</p>
<p>Students show an increased understanding of the local area and places around the UK. They can describe the human and physical features on a more global scale.</p>	<p>Students recognise and describe basic physical and human processes and describe simple geographical patterns.</p>	<p>Students use their own knowledge and understanding of environments to suggest suitable enquiry questions and use a range of primary and secondary sources to investigate questions.</p>	<p>Students describe the patterns of human and physical features. They can recognise and use map symbols and grid references.</p>
<p>Students show a basic knowledge and understanding of human and physical features in the local area and places across the UK.</p>	<p>Students recognise some simple human and physical processes and know how they cause changes to environments.</p>	<p>Students offer simple explanations on physical and human environments and use skills and evidence to help answer a range of geographical questions.</p>	<p>Students recognise patterns of both human and physical features on a limited range of scales and recognise basic map symbols.</p>

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<b>Excelling</b>	Students recall detailed information about physical and human environments studied across all scales including appropriate detail and location information.	Students can discuss a range of processes relating to both physical and human environments. Students appreciate how these processes contribute to geographical patterns at a range of scales.	Students can investigate relevant geographical questions about issues concerning differing human and physical environments. They can use a range of geographical skills more accurately and can summarise their findings using appropriate vocabulary.	Students can fully recognise the patterns made by physical and human features using a range of cartographical skills to interpret and analyse trends.
<b>Securing</b>	Students can use their previous knowledge to identify unfamiliar physical and human environments using named examples to describe the differences between environments.	Students can recognise that physical and human processes in different environments link together. They can start to analyse geographical patterns at a range of scales.	Students begin to use a range of skills more accurately to help investigate issues. They can draw together a summary using appropriate vocabulary.	Students can describe the distributions of physical and human features. They have an increasing knowledge of OS map skills and can annotate resources in greater depth.
<b>Developing</b>	Students are showing an increased understanding of the local area and places around the UK. They can describe the human and physical features on a more global scale.	Students can recognise and describe basic physical and human processes and describe simple geographical patterns.	Students can use their own knowledge and understanding of environments to suggest suitable enquiry questions and use a range of primary and secondary sources to investigate questions.	Students can describe the patterns of human and physical features. They can recognise and use map symbols and grid references.
<b>Emerging</b>	Students show a basic knowledge and understanding of human and physical features in the local area and places across the UK.	Students can recognise some simple human and physical processes and how they cause changes to environments.	Students can offer simple explanations on physical and human environments and use skills and evidence to help answer a range of geographical questions.	Students can recognise patterns of both human and physical features on a limited range of scales and recognise basic map symbols.

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