

Geography GCSE Grade	AO1 Remember, select and communicate their knowledge and understanding of places, environments and concepts.	AO2 Apply their knowledge and understanding in familiar and unfamiliar contexts.	AO3 Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.
8/9	Students can independently remember, appropriately select and eloquently communicate very detailed knowledge and an in depth understanding of the characteristics of different places, environments and locations and what they are like. Students can do this at scales ranging from local to global. They can link these to different defined and explained Geographical concepts they have studied. Students will always use complex Geographical language to do this.	Students can independently apply appropriate detailed knowledge and understanding of a wide range of Geographical concepts, processes and patterns to a wide variety of both physical and human contexts. They can do this with all locations presented to them. They can recognise and explain the complex relationships that exist between people and the environment and demonstrate how these act on each other. Students can evaluate problems and issues and using their Geographical knowledge. They can offer perceptive and well informed decisions. Students can demonstrate how these decisions, and the decisions of others can impact on the world around them and can contribute to or detract from sustainability.	Students can independently select, plan and use a wide range of relevant skills and appropriate techniques and technologies, evaluating their usefulness, to answer relevant questions of their own design. They can undertake appropriate sequences of investigations independently. Students can collect and record a range of accurate information from a number of different sources, including fieldwork. They can critically analyse and interpret data and information as well as evaluating its validity, making use of statistical techniques. Students can reflect on the limitations of evidence and research, detecting and responding to bias to make well informed and reasoned judgements. They can present justified, accurate and appropriate conclusions.
7	Students can independently remember, choose and communicate detailed knowledge and thorough understanding of what places, environments and locations are like. They can offer explanations of different geographical concepts studied. This can all be applied to a range of scales, including local, regional and national. Students can use geographical terminology accurately and appropriately.	Students can independently apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns to a variety of physical and human contexts, this can be done to both familiar and unfamiliar locations. They can recognise and understand complex relationships between people and the environment, Students can identify and evaluate current problems and issues. Pupils can use knowledge to make perceptive and informed geographical decisions. Using knowledge they can make informed geographical decisions independently and show links to sustainability in all topics.	Students can independently select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. Pupils can identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. Students can collect and record a range of appropriate evidence from a wide range of sources accurately, including fieldwork. They can analyse and interpret information and critically evaluate how valid it is. Pupils can reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present justified and appropriate conclusions.
6	Students can independently remember, choose and communicate knowledge. They can understand what places, environments and locations are like. Students can offer detailed explanations of different geographical concepts studied using diagrams where appropriate. Pupils can use a range of scales. They can use geographical terminology accurately and appropriately.	Students can independently apply knowledge and understanding of a range of geographical concepts, processes and patterns to a variety of physical and human contexts. Pupils can refer to both familiar and unfamiliar locations. They can recognise and understand relationships between people and the environment. Pupils can identify and explain current problems and issues and how they may change in the future. Using knowledge pupils can make informed geographical decisions independently and show links to sustainability in most topics.	Students can independently select and use a wide range of skills and appropriate techniques and technologies to investigate a question. They can identify relevant questions and issues and undertake investigations independently. Pupils can collect and record a range of appropriate evidence from a range of sources, including fieldwork. Students can analyse and interpret information. They can reflect on the limitations of evidence and make informed judgements to present appropriate conclusions.

5	Students can independently remember, select and communicate knowledge and understanding of places, environments, concepts and locations and link ideas together. They can use geographical terminology appropriately to write about processes and theories with little support.	Students can independently apply knowledge and understanding of geographical concepts, processes and patterns in a variety of places, both that they know and do not know. They can identify and explain why different places have different problems and issues. Pupils can make geographical statements that are supported by reasons and linked to a place. They can explain what sustainability is.	Students can independently choose and use appropriate primary and secondary techniques to investigate a question. They can identify questions and form hypotheses to undertake investigations. Pupils can analyse and interpret evidence. Students can recognise some of the limitations of their work and reach conclusions which they can support with evidence.
4	Students can independently remember, select and communicate knowledge and understanding of what places, environments and locations are like. They can write about processes and theories. Students can use a range of scales from local to global. They can use most geographical words with instruction.	Students can apply knowledge and understanding of most geographical processes and theories to a variety of places. They can identify why different places have different problems and issues. Students can make geographical statements that are supported by reasons. They know what sustainability is.	Students can independently use a range of fieldwork techniques. They can identify simple questions to structure an investigation. Pupils can collect and record evidence from fieldwork and secondary sources. They can use evidence to reach conclusions and spot limitations of their work.
3	Students can independently remember, choose and write about what places are like and link to other places. They can make use of different scales. Pupils can use some geographical terms.	Students can apply what they know of geography to a variety of physical and human places. They can see how people effect their area positively and negatively using examples. Students can identify some problems and issues. They can make geographical decisions that are supported by reasons and evidence.	Students can independently use a range of fieldwork techniques. They can identify simple questions to structure an investigation. Pupils can collect and record evidence from fieldwork and secondary sources. They can use evidence to reach conclusions and with support spot limitations of their work.
2	Students can remember and write about what places are like locally and nationally. They can identify some geographical ideas. Pupils write in paragraphs and sentences.	Students can link what they know about geography to more than one place. They can see how people effect their area positively and negatively. Pupils can identify simple problems and solutions with simple reasons using evidence they have been given.	Students can use simple fieldwork techniques. They can collect and record evidence from a number of places. Pupils can reach basic conclusions using evidence they have gathered.
1	Students can write about what places are like. They can identify some geographical ideas. Pupils can write in sentences.	Pupils can link what I know about geography to a place. They can see how people effect their area. Students can identify problems and solutions with simple reasons.	Students can use simple fieldwork techniques. They can collect and record evidence from a small number of places. They can reach basic conclusions.
H	Students can extract information appropriately and can express preferences. Writing is more extended and appropriate with the use of a range of geographical vocabulary.	Students can compare physical and human features in two different places and give basic reasons for some features. They can offer suggestions about how people can improve places.	Students are capable of writing a short and coherent sequence of sentences. They can make use of skills and resources to ask and answer appropriate questions.
I	Students can identify key features and express opinions about places and events. Writing is more usually in short phrases with some limited use of geographical vocabulary to write about physical and human features.	Students can recognise how people affect the environment. They can give basic suggestions about how people impact the physical and built environment.	Students can select and use information from resources such as photographs and maps.

J	Students can recognise familiar geographical words in simple written or spoken text. They need and require some support to achieve this. They can express an opinion about environments i.e. say what they like and dislike about a place or environment.	In writing students use simple words and phrases. In speaking they convey simple meanings. They can ask and respond to simple questions about the places and topics studied.	Students can use simple resources - e.g. photographs - to recognise physical and human features.
K	Students can recognise familiar geographical words in simple written or spoken text. They need and require some support to achieve this. They can express an opinion about environments i.e. say what they like and dislike about a place or environment.	Students know the difference between human and physical geography. They have a very basic understanding that people can have a negative impact on the environment. In writing they use simple words and phrases. In speaking they convey simple meanings. They can ask and respond to simple questions about the places and topics studied.	Students can use information directly from a number of teacher selected resources including maps and photographs. Physical and human features are recognised and students may ask questions which relate to the resources.
L	Students can identify basic geographical words. They are familiar with some geographical features and express opinions about places and events. Writing is poorly structured and support is needed. There may be some limited use of geographical vocabulary in written work.	Can understand that physical geography is different to human geography. They are aware that people can have a negative impact on the environment. In writing they use basic words and phrases. In speaking they convey basic meanings. They respond to simple questions about the places and topics studied.	They can use simple resources – e.g. photographs – to recognise physical and human features.
M	With some additional support students can recognise some basic geographical words. Students are able to identify some geographical features and with additional support give their feelings about places and events. Students are unable to write independently and rarely includes geographical vocabulary.	Students are unable to fully understand that physical geography is different to human geography. They have a basic understanding that people can have a negative impact on their surroundings. In writing they need specific scaffolding techniques and are sometimes unable to write unaided. In speaking they convey basic meanings. They respond to very simple questions about the places.	With additional support they can use simple resources – e.g. photographs and maps to identify where places are and what they are like.