



## Braunton Academy Geography Department – KS3 Assessment Grid

Geography Progress	AO1: Demonstrates knowledge of locations places, processes, environments at different scales (15%)	AO2: Demonstrate geographical understanding of: concepts, and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%)	AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35% FW)	AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%)
	Location and Place Knowledge	Physical and human processes	Human/physical Geography	Geographical Skills and Fieldwork
<b>Emerging</b>	I can show my knowledge <b>to identify an area</b> studied and <b>begin to describe</b> the human/physical characteristics of that place.	I can <b>identify</b> and begin to <b>describe</b> both physical/human features of places and recognise and make observations about those features.	I can <b>identify and begin to describe</b> a human feature in an area studied.	I can <b>identify OS symbols</b> on a map.
<b>Developing</b>	I can show knowledge and understanding <b>to describe</b> characteristics of an area studied.  I can <b>describe</b> the physical/human features of different places and offer explanations why they are there. I can show <b>increasing depth</b> of knowledge and understanding to describe characteristics of an area studied.  I can <b>describe</b> physical/human characteristics of places within a wider locational and contextual framework.	I can <b>identify</b> that different places may have both similar and different characteristics that affect the lives of people living there.  I can <b>describe how</b> physical/human processes can change the features of places and how these changes affect the lives of people living there.  I can <b>describe how</b> physical /human processes lead to similarities /differences in the environments of different places and in the lives of the people who live there.	I can <b>identify human/physical features and describe</b> how human processes can change places.  I can <b>describe</b> human/physical characteristics of places and how processes can lead to similarities and differences of places.	I can <b>describe the location</b> of features on a map using <b>four figure</b> grid references  I can <b>describe</b> the location of features on a map using <b>6 figure grid</b> references and use geographical vocab appropriately.  I can use globes and maps in the classroom and in the field.
<b>Securing</b>	I can use my knowledge and understanding to <b>describe characteristics</b> of contrasting areas studied.  I can <b>describe and begin to analyse</b> physical and human characteristics of places in a range of locations, contexts and scales.	I can <b>begin to explain</b> the ways in which physical/ human processes lead to diversity and change in places.	I can <b>describe and begin to analyse</b> human/physical characteristics of places and explain how human processes can produce distinctive characteristics of places.	I can use <b>spot heights, contour lines and colour shading</b> to interpret topography on a map and describe locations on a range of maps.
<b>Extending</b>	I can <b>make links</b> in my knowledge and understanding to describe characteristics of contrasting areas studied.  I can <b>analyse</b> the physical/human characteristics of places drawing on my knowledge of a wide range of locations, contexts and scales.	I can <b>explain interactions</b> within and between physical/human processes and show how these interactions create diversity and interdependence, and help change places and environments.	I can <b>analyse</b> human/physical characteristics of places and <b>explain a range</b> of human processes at a variety of scales.	I can interpret <b>map scales</b> to determine distances and use different maps to describe distribution.  I can <b>evaluate a range</b> of geographical information in a variety of ways, including through maps, numerical and quantitative skills.
<b>Mastering</b>	I can use my knowledge and understanding to <b>analyse and compare</b> characteristics between contrasting areas.  I can <b>explain changes</b> in characteristics of places over time by drawing on my knowledge and understanding of a wide range of locations, contexts and scales I can use my knowledge and understanding to <b>make links and explain</b> specific characteristics between contrasting places.  I can <b>explain and predict</b> change in the physical/ human characteristics of places over time across a <b>wide range of</b> locations, contexts and scales.	I can <b>analyse</b> the interactions within and between physical/human processes and show how these interactions create diversity and interdependence and help change places and environments.  I can <b>explain</b> complex interactions between physical/human processes and show how these interactions help change places and environments.	I can <b>analyse</b> human/physical characteristics of places, <b>explain how</b> they change over time and analyse how processes can create change.  I can predict change in the human/physical characteristics of places and <b>explain how and why</b> these changes occur and how they affect places.	I can use a <b>range of geographical information</b> , inc grid references and scale on a range of map types.  I can <b>critically evaluate</b> a wide range of geographical information in a variety of ways. I can use a range of geographical information, including using grid references and scale, including technology to <b>analyse and interpret places and data</b> .  The use of evaluating sources is evident.