

KS3 Assessment Rubric - Geography

	Big idea 1 Understanding of locations and places 	Big idea 2 Understanding of patterns, processes and change 	Big idea 3 Competence in geographical enquiry 	Big idea 4 Ability to interpret and analyse geographical information 	Big idea 5 Communicate showing high levels of fluency, articulation and complex specialist vocabulary 
Mastered	<ul style="list-style-type: none"> Students can accurately recall precise information about the characteristics of physical and human environments studied across a variety of spatial settings. Students can demonstrate very detailed knowledge of the location of case studies. Students can use more comprehensive vocabulary to their descriptions and explanations. 	<ul style="list-style-type: none"> Students can demonstrate an understanding of complex geographical processes, applying these with precise accuracy to unfamiliar contexts. Students thoroughly understand how human processes interact with physical processes to help develop more complex geographical patterns. Students can demonstrate how this can impact on management of physical and human environments by assessing the values and attitudes involved in managing and making decisions. Students can appreciate that the opinions of stakeholders will vary considerably. Students can appreciate the need for a more sustainable approach to the planning and management of environments. Students can evaluate the costs and benefits, with an appreciation of the reasons why stakeholders involved will have different opinions. 	<ul style="list-style-type: none"> Students can conduct a geographical enquiry and identify appropriate hypotheses or key questions, offering detailed supporting predictions for enquiry. Students can accurately collect data (primary and secondary), collate and present their findings. From this, students can analyse their data. Interpret the results and substantiate their conclusions with linkage to underpinning geographical theory. Students can make suggestions for improving the limitations, reliability and validity of the conclusions. 	<ul style="list-style-type: none"> Students can demonstrate exceptional use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends. Students can use a range of maps and atlases at various scales with confidence. Students can draw more sophisticated geographical maps and graphs and use sophisticated statistical calculations to analyse the data displayed. Students can describe relationships within data sets using sophisticated numerical skills. From this, students can clearly recognise anomalies within the data set, offering comprehensive suggestions for why these exist. Students use and understand the role of GIS in geography and demonstrate it with great confidence. 	<ul style="list-style-type: none"> Students written work is consistently coherent and fluent. Students can exemplify sophisticated key terminology throughout. Students can make precise and detailed conclusions and evaluations. Students can question the validity of the information where appropriate. Students can communicate their findings in greater depth. Students can offer links to appropriate geographical theories. Spelling, punctuation and grammar are skilfully used.
Skilled	<ul style="list-style-type: none"> Students can accurately recall detailed information about the characteristics of physical and human environments studied across all scales. Students can demonstrate a thorough understanding of the location of specific case studies. Students can use more complex key terminology with confidence. 	<ul style="list-style-type: none"> Students can demonstrate understanding of geographical processes, applying these with greater accuracy to unfamiliar concepts. Students understand how human processes interact with physical processes to help develop geographical patterns. Students can consider the interdependence between human and physical geography. Students can demonstrate how this can impact on management of environments by evaluating the values and attitudes involved in managing and making decisions. Students can appreciate that opinions of stakeholders will vary. Students appreciate the need for a more sustainable approach to the planning and management of these environments, using a range of supporting examples. 	<ul style="list-style-type: none"> Students can identify appropriate key questions or hypotheses, offering some supported predictions. Students can accurately collect data (primary and secondary), collate and present their findings using a range of skills. From this, students will be able to analyse their data, interpret the results and begin to substantiate their conclusions with some linkage to the underpinning geographical theory. Students will be able to evaluate the process of enquiry. Students can make suggestions for improving the limitations, reliability and validity of the conclusions. 	<ul style="list-style-type: none"> Students can demonstrate a wide range of geographical skills. Students can clearly recognise patterns of human and physical features and are able to interpret these on a range of scales. Students can draw and annotate cross-sectional diagrams using OS maps, and annotate these with the specific physical and human features relevant to the area under study. Students can draw and interpret a variety of graphs and mapping techniques such as choropleth, and analyse the patterns using a range of statistical skills. 	<ul style="list-style-type: none"> Students can coherently and fluently discuss and write their ideas. Students can use more complex key vocabulary with confidence. Students can communicate their findings in greater depth. Students can offer links to appropriate geographical theories. Students can make detailed conclusions and evaluations. Spelling, punctuation and grammar are skilfully used.
Confident	<ul style="list-style-type: none"> Students can recall detailed information about physical and human environments studied, across all scales (local, national, global). Students are able to include appropriate case study detail and location in their explanations. Students can always use key vocabulary with accuracy whenever appropriate. 	<ul style="list-style-type: none"> Students can discuss a range of processes relating to both physical and human environments, and appreciate how they contribute to developing geographical patterns at a range of scales. Students can begin to show understanding of how these processes interact causing diversity and interdependence. Students will understand how links are made between people and the environment. 	<ul style="list-style-type: none"> Students can conduct a geographical enquiry. Students can identify key questions or hypotheses to support their enquiry. Students can begin to offer some contextualisation of their enquiry. Students are able to suggest an appropriate sequence of investigation. Students can collate and present data using a range of techniques. Students findings are communicated in greater depth, offering links to appropriate geographical theories. 	<ul style="list-style-type: none"> Students can fully recognise the patterns made by human and physical features. Students can use a range of cartographical skills to interpret and analyse the trends. Students can construct more sophisticated cross-sectional diagrams, and can label some of the physical and human features. Students can use a wide range of OS maps skills with confidence. Students can appreciate how GIS can be used to present geographical ideas and patterns. 	<ul style="list-style-type: none"> Students can communicate their findings in greater depth. Students can offer links to appropriate geographical theories. Students make plausible conclusions. Students can evaluate more than one aspect of their findings or ideas where appropriate. Spelling, punctuation and grammar are skilfully used. Students use complex geographical terms and vocabulary throughout.

		<ul style="list-style-type: none"> Students can appreciate that sustainable development will affect planning and management of environments. Students can show a broader understanding that values and attitudes of people will vary when it comes to managing these environments, and how this causes change. 	<ul style="list-style-type: none"> Students can make plausible conclusions and evaluations of more than one aspect of the enquiry. 	<ul style="list-style-type: none"> Students can use numerical and statistical skills with increasing ease. Students can attempt to include more sophisticated techniques such as percentage increase or decrease when analysing data. 	<ul style="list-style-type: none"> Students can thoroughly articulate their points fluently.
Secure	<ul style="list-style-type: none"> Students can use their previous knowledge to help understand unfamiliar physical and human environments. Students are starting to analyse the physical and human characteristics of different regions. Students can start to describe the variation between environments using named examples. Students can frequently use key vocabulary in their written and spoken language. 	<ul style="list-style-type: none"> Students can recognise that physical and human processes in different environments link together. Students are starting to analyse geographical patterns at a variety of scales. Students can understand that a variety of factors can influence the decisions taken about physical and human environments Students can understand the consequences of (un)sustainable management of human and physical environments. Students know how decisions about environments can lead to conflict between groups. 	<ul style="list-style-type: none"> Students can turn their own sequence of investigations into relevant geographical question about issues concerning differing physical and human environments. Students can begin to use a range of skills more accurately to help. Students can draw together a summary of their own investigation using appropriate vocabulary. 	<ul style="list-style-type: none"> Students can describe distributions of physical and human features. Students can sketch, label and start to annotate sketch maps and photographs in greater depth. Students have an increasing working knowledge of OS map skills and can use 4 figure grid referencing with increasing confidence. Students can start to interpret data presented in GIS format. Students' graphical skills are becoming more sophisticated. Students can demonstrate an understanding of the data through statistical skills such as mode and modal data. 	<ul style="list-style-type: none"> Students can reach simplistic conclusions and evaluations. Spelling, punctuation and grammar are accurate and appropriate. Students can use complex geographical terms and vocabulary regularly. Work is fluent throughout. Students can articulate their points fluently.
Developing	<ul style="list-style-type: none"> Students are showing an increased understanding of their local area and places around the UK. Students can explain the physical and human features of their local area. Students are starting to expand their understanding to include the wider world. Students can describe the physical and human characteristics of different environments on a local and more global scale. 	<ul style="list-style-type: none"> Students can recognise and describe the basic physical and human features of landscapes. Students can recognise and describe how people can affect/change an environment. Students can recognise and describe simple geographical patterns. Students can recognise that other people have different opinions. 	<ul style="list-style-type: none"> Students can use their own knowledge and understanding of environments to suggest suitable geographical enquiry questions. Students can use a range of geographical skills (through use of primary and secondary sources) to investigate physical and human geography. 	<ul style="list-style-type: none"> Students are able to describe the patterns of human and physical features as well as draw and label a sketch map. Students can make simplistic observations of photographs and sketches. Students can recognise and use map symbols and begin to have a working understanding of 4 figure grid references and straight-line distances. Students can construct a range of graphs such as a bar and line graph and use increasing statistical skills such as working out the mean and median values. 	<ul style="list-style-type: none"> Students can begin to present their findings and ideas using basic key vocabulary. Spelling, punctuation and grammar are mostly accurate with a few errors. Work is fluent in parts. Students can begin to articulate their points.
Emerging	<ul style="list-style-type: none"> Students are showing a basic knowledge and understanding of places. Students can understand the physical and human features of their local area. Students can add other examples and references to other places across the UK. 	<ul style="list-style-type: none"> Students can recognise some simple physical and human processes and how they cause changes of environments. Students know how people and the environment are connected. Students can describe how people are trying to improve and protect different environments. 	<ul style="list-style-type: none"> Students can offer simple explanations of their own observations and views about places. Students can offer simple explanations on physical and human environments. Students can use skills and evidence to help answer a range of geographical questions. 	<ul style="list-style-type: none"> Students can recognise patterns of both human and physical features on a limited range of scales. Students can draw and label simplistic sketches and recognise basic map symbols, Students can construct basic graphs such as bar graphs. Students can recognise the highest and lowest values in a data set and may be able to complete basic calculations such as the range of the data. 	<ul style="list-style-type: none"> Students can use appropriate but simplistic vocabulary to communicate their findings and ideas. Spelling, punctuation and grammar has errors. Work is not fluent. Students may articulate their points clearly.