

## KS3 Step Descriptors

Steps	Step Descriptor
1	<ul style="list-style-type: none"> <li>● Pupils' depth of understanding of physical and human geography around their local area and the UK increases, and begins to expand to include the wider world.</li> <li>● Pupils describe the physical and human characteristics of these environments on a local and global scale.</li> <li>● Pupils describe how different physical and human environments have similarities and differences and how they arise from a variety of physical and human processes.</li> <li>● Pupils begin to develop their own geographical questions, briefly discuss their methods, draw some conclusions and offer some evaluation of their investigation.</li> <li>● Pupils present their work both graphically and in writing, using more accurate geographical terminology.</li> <li>● Pupils describe distributions of physical and human features and can sketch, label and start to annotate sketch maps and photographs in greater depth.</li> <li>● Pupils have an increasing working knowledge of OS map skills, use the 8 point compass and can use 4 figure grid referencing with increasing confidence.</li> <li>● Pupils show an understanding of the data through statistical skills e.g. mode and modal class.</li> </ul>
2	<ul style="list-style-type: none"> <li>● Pupils begin to understand how the links between physical and human geography create the particular characteristics of different places and begin to think more worldwide.</li> <li>● Pupils recognise that physical and human processes link with the physical and human environments, which creates diversity and changes.</li> <li>● Pupils will start to understand that the use and management of environments can have consequences and can start to explain how these can result in change.</li> <li>● Pupils can begin to develop their own geographical questions, briefly discuss their methods, draw some conclusions and offer some evaluation of their investigation.</li> <li>● Pupils present their work both graphically and in writing, using more accurate geographical terminology.</li> <li>● Pupils have a working understanding of OS map skills, begin to use 6 figure grid references and describe geographical patterns on maps.</li> <li>● Pupils draw a wider range of graphical techniques, including multiple line graphs.</li> <li>● Pupils' understanding of data will be demonstrated using simplistic statistical and numerical skills with an increasing attempt to understand trends reflected in the data set.</li> </ul>
3	<ul style="list-style-type: none"> <li>● Pupils recall very basic information about the physical and human region studied and their specific environmental characteristics.</li> <li>● Pupils recognise that on the wider scale, places have different regions, and begin to compare them.</li> <li>● Pupils understand simple geographical ideas about physical and human processes but not always linked to a specific example.</li> <li>● Pupils appreciate that processes help develop geographical patterns, which have their own characteristics for places and the</li> </ul>

	<p>environment.</p> <ul style="list-style-type: none"> <li>• Pupils understand the interrelations between physical and human environments and people, and the sustainable management of these.</li> <li>• Pupils conduct a geographical enquiry, collect data (primary and secondary) using appropriate techniques, collate the information and present findings using a number of graphical techniques e.g. bar graphs. Outcomes of the enquiry are simplistic with a limited range of key terminology.</li> <li>• Pupils have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Pupils recall basic information about physical and human environments, often limited to a few geographical scales with a basic knowledge of specific locations.</li> <li>• Pupils show some recognition of the physical and human processes involved with some appreciation of the resulting geographical patterns.</li> <li>• Pupils recognise that people have different values and attitudes to the changes of the physical and human environments, varying dependent on how the landscape is being used and managed.</li> <li>• Pupils conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present their findings using a range of simplistic techniques. Outcomes of the enquiry are simplistic with a range of key terminology used.</li> <li>• Pupils can fully recognise the patterns made by physical and human features and use a range of cartographical skills to interpret and analyse the trends. A wide range of OS map skills will be used confidently.</li> <li>• Pupils use statistical and numerical skills with increasing ease and include more sophisticated analysis techniques e.g. percentage increase or decrease when analysing data.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Pupils recall a wider variety of information about physical and human environments. They show some understanding of the location of these environments through case study detail with appropriate key terminology used.</li> <li>• Pupils recognise the inter-relationships between processes at different scales.</li> <li>• Pupils understand that these processes help develop geographical patterns and that these areas have specific characteristics.</li> <li>• Pupils understand how the relationship between people and environments inter-link, and trying to achieve sustainable development will affect planning and management of these areas.</li> <li>• Pupils conduct a geographical enquiry, identify key questions or hypotheses to support, suggest an appropriate sequence of investigation, and collect appropriate data (primary and secondary) to help support the enquiry. This is collated and presented using simplistic techniques but they begin to produce more sophisticated techniques.</li> <li>• Pupils communicate their findings in more detail with plausible conclusions offered, as well as evaluation offered for several aspects of the enquiry.</li> <li>• Pupils clearly understand cartographic and OS map skills and use these to interpret patterns of human and physical features at a local, national and worldwide scale.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils have good graphical skills and can draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps.</li> <li>• Pupils use numerical and statistical skills to interpret data sets, highlighting trends and anomalous values.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Pupils recall some accurate detail about physical and human environments studied with an appreciation of a wider scale. They demonstrate increasing use of case study specific knowledge and use appropriate key terminology with some accuracy.</li> <li>• Pupils begin to describe the factors (physical, historical and economic) that affect the characteristics of places.</li> <li>• Pupils discuss a range of processes relating to both physical and human environments, appreciating how they contribute to geographical patterns.</li> <li>• Pupils begin to show understanding of how these processes interact causing diversity and independence.</li> <li>• Pupils understand how links are made between people and the environment, appreciating that sustainable development will affect planning and management of environments.</li> <li>• Pupils conduct a geographical enquiry, and identify key questions or hypotheses to support.</li> <li>• Pupils begin to offer some contextualisation of their enquiry. They suggest an appropriate sequence of investigation and discuss the reasons for using particular data collection techniques.</li> <li>• Pupils communicate their findings in greater depth, offering links to appropriate geographical theories, with plausible conclusions offered, as well as evaluation of several aspects of the enquiry.</li> <li>• Pupils demonstrate excellent use of geographical skills and use these to describe the distribution and patterns at a range of scales using a variety of different maps.</li> <li>• Pupils draw and interpret a variety of different cartographical skills and interpret the data presented using a wide range of numerical and statistical skills.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Pupils recall detailed information about physical and human environments studied, across all scales and include appropriate case study detail and location.</li> <li>• Pupils demonstrate their understanding of a range of geographical processes, beginning to apply their understanding to unfamiliar contexts.</li> <li>• Pupils interpret the characteristics of their chosen case study or example, and link them to both physical and human geography.</li> <li>• Pupils recognise that sustainable development in these areas is important, and that opinions, including their own, will vary depending on the stakeholders involved.</li> <li>• Pupils appreciate the need for a more sustainable approach to the planning and management of physical and human environments, using some supporting examples.</li> <li>• Pupils conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for their enquiry.</li> <li>• Pupils collect primary and secondary data, and collate and present their findings using more sophisticated techniques e.g. located graphs (bar graphs and pie charts). From this, pupils analyse their data, offer an interpretation of the results and use their</li> </ul>

	<p>geographical understanding to link the evidence to relevant theory with more confidence.</p> <ul style="list-style-type: none"> <li>• Pupils evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions.</li> <li>• Pupils clearly recognise patterns of human and physical features and interpret these on a range of scales.</li> <li>• Pupils draw and interpret a variety of graphs and mapping techniques e.g. choropleth and analyse the patterns using a range of statistical skills.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Pupils accurately recall the characteristics of physical and human environments across all scales, using the location of specific case studies and complex key terminology.</li> <li>• Pupils demonstrate understanding of geographical processes, applying these with greater accuracy to unfamiliar contexts.</li> <li>• Pupils understand how human processes interact with physical processes to help develop geographical patterns and consider the interdependence between human and physical geography.</li> <li>• Pupils demonstrate how this impacts on management of environments by evaluating the values and attitudes involved in managing and making decisions, appreciating that opinions of stakeholders vary.</li> <li>• Pupils appreciate the need for a more sustainable approach to the planning and management of these environments.</li> <li>• Pupils conduct a geographical enquiry, and identify appropriate key questions or hypotheses, offering some supported predictions.</li> <li>• Pupils accurately collect primary and secondary data, collate and present their findings using a range of skills. From this, pupils analyse their data, interpret the results and begin to substantiate their conclusions with detailed links to geographical theories.</li> <li>• Pupils evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions.</li> <li>• Pupils demonstrate an extensive range of geographical skills to describe, interpret and analyse geographical patterns and trends. From this, pupils begin to suggest reasons why these anomalies exist.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Pupils accurately recall the precise characteristics of physical and human environments across a variety of spatial settings, using detailed knowledge of case studies supported by comprehensive terminology.</li> <li>• Pupils demonstrate an understanding of complex geographical processes, applying these with precise accuracy to unfamiliar contexts.</li> <li>• Pupils thoroughly understand how human processes interact with physical processes to develop more complex geographical patterns.</li> <li>• Pupils demonstrate how this impacts on management of physical and human environments by assessing the values and attitudes involved in managing and making decisions, appreciating that the opinions of stakeholders will vary considerably.</li> <li>• Pupils appreciate the need for a more sustainable approach to the planning and management of environments, and evaluate the costs and benefits.</li> <li>• Pupils conduct a geographical enquiry, identify appropriate hypotheses or key questions, and provide detailed supporting predictions.</li> <li>• Pupils accurately collect primary and secondary data, collate and present their findings, analyse their data, interpret the results and substantiate their conclusions with precise links to geographical theories.</li> <li>• Pupils understand how to critically evaluate their enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions.</li> </ul>

- Pupils demonstrate an extensive range of sophisticated cartographical maps and graphs and use statistical calculations to analyse the data displayed, recognising why anomalies might exist.