# Robert Bloomfield Academy: Key Stage 3 Grade Descriptor Guidelines - Geography

| | Grade | Analysis | Places | Processes |
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| **LINK**<br><br>**To take a holistic approach in connecting ideas.** | **Exceeding KS3** | **Link and compare multiple sources of data to determine reliability and importance.**<br><br>*Using a selection of sources that show a variety of factors: social, economic, climatic and locational. Consider the reliability and how important the sources might be to answer a question of enquiry.*<br><br>*These will then be linked together and compared to determine the most relevant and important in view of the question in hand.* | **Link regions within multiple countries to determine importance and relevance.**<br><br>*Link, depending on the question in hand, to determine the importance and relevance towards a particular question.* | **Consider and link alternative responses to processes and issues to determine impact.**<br><br>*Consider and evaluate the work of others to support own views and interpretation of impact and issues.*<br><br>*Reading is a key element in this area.* |
| **ANALYSE**<br><br>**Evaluate and begin to connect processes and places.** | **9 Sec** | **Evaluate different sources of data to determine reliability and importance.**<br><br>*Select the most appropriate data for the question in hand. Consider carefully and prove the importance and how reliable the sources are.*<br><br>*Think: which source best supports my point.* | **Evaluate connections between places to determine importance and relevance.**<br><br>*Consider the geographical features of each place and then consider how they are connected.*<br><br>*Which of the connections are the most important and relevant to the question?* | **Evaluate connections between processes and issues to recognise priorities. Consider the cost.**<br><br>*Consider how geographical processes cause issues. Determine what the priorities are in order to deal with the issues.*<br><br>*Consider the cost of this.* |
| | **9 Dev** | **Evaluate different sources of data to determine human impact and economic structure.**<br><br>*Variety of data to be considered, in order to determine the effects that humans have on a particular location.* | **Evaluate geographical patterns between places locally, nationally and internationally.**<br><br>*Consider the independent features of particular places and compare with a variety of other locations.* | **Describe multiple links between geographical processes and issues.**<br><br>*Using the correct vocabulary, fully describe the links between geographical processes and the issues they may cause.* |

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| | | *The economic structure will also be taken into consideration in the evaluation.* | *For example, compare the geographical features of Biggleswade with Erlensee (twin towns).* | |
| | **9 Beg** | **Analyse a range of geographical resources to explain the features of a place and compare with another.**<br><br>*Consider several geographical resources to explain the features of a place. This could be graphs, images, census data, map satellite photography etc.*<br><br>*Go on to compare with another place.* | **Make connections between places such as physical, economic and social links.**<br><br>*Consider the similarities and differences within these areas and then consider links to other areas.* | **Analyse human actions and choices and suggest alternatives**<br><br>*How could we do things differently to improve the choices that adversely affect the world.* |
| **EXPLAIN**<br><br>**To start to explain both processes and places.** | **8 Sec** | **Analyse a range of geographical resources to explain the features of a place.**<br><br>*A variety of geographical sources and information should be analysed to decipher and then to explain what the features of a place are.* | **Explain and begin to connect physical, economic and social features of places.**<br><br>*Analyse and distinguish the connections between the physical, economic and social features of a place.*<br><br>*This will involve many factors such as GDP, life expectancy and physical geography* | **Explain processes at different scales and variation between places.**<br><br>*Explain how bad processes might get in particular locations and how this differs to other locations.* |
| | **8 Dev** | **Analyse different types of geographical resources to extract location data.**<br><br>*Several types of geographical resources available. For example, climate charts, bar graphs, images, specified maps etc.* | **Explain physical, economic and social features of places.**<br><br>*The next step is to understand and explain the features of particular places.*<br><br>*For example, what is the significance in the GDP of a place?* | **Consider and explain how humans influence places and processes.**<br><br>*What do humans do to impact the places and processes?* |

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|  |  | *Consider the location based on the information given.* |  | *For example, when and why would humans destroy the natural landscape of a town?* |
|  | **8 Beg** | **Use photos, diagrams, graphs and maps to describe particular geographical aspects.**<br><br>*To gain an overall insight into a particular place, view various sources.*<br><br>*For example, describe the geographical make-up of the Netherlands which is prone to floods. Use the information given to describe.* | **Identify and describe physical, economic and social features of places.**<br><br>*Understand the definition of each term and relate to a place from a geographical point of view.* | **Explain how some areas are more affected by physical processes and human issues.**<br><br>*Using base knowledge on physical processes and human issues, and based geographical factors, including location, explain how some places are more affected than others.* |
| **DESCRIBE**<br><br>**To describe key geographical features, processes and places using key words.** | **7 Sec** | **Use data and graphs to describe particular aspects of a place.**<br><br>*Data taken from varying sources and graphs created to measure particular data should be analysed to describe a place.*<br><br>*For example, use climate graphs to consider the best time of year to visit a particular place.* | **Compare places and the issues that they face.**<br><br>*At least two locations will be considered and the issues faced will be compared. This could be any two locations from around the world.* | **Describe the outcome of particular geographical processes. Consider own views.**<br><br>*A detailed piece of writing that describes the outcome of geographical processes.*<br><br>*For example, the aftermath of a flash flood and the effect that it has on a community.*<br><br>*Go on to consider own views of how the effects. Empathise and suggest ways to help the community.* |
|  | **7 Dev** | **Independently use maps and images to describe the location of places around the world.**<br><br>*Find a location on a map and alongside some images describe what the place is like.* | **Analyse points about a place to consider the issues that it faces.**<br><br>*Take into consideration the locational features of a particular place to discuss the issues that it faces.* | **Identify and define the outcomes from processes and issues.**<br><br>*Write about the outcomes of geographical processes and issues faced.* |

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| | | *This might include the climate, weather, latitude, longitude, human and naturel features.* | *For example, analyse the frequency of Earthquakes and/or Tsunami in a place located on 'the ring of fire'* | *For example, what is the outcome of a Tsunami in a place located on 'the ring of fire'* |
| | **7 Beg** | **Use maps and images to find and describe geographical features.**<br><br>*Using varying texts, identify geographical features.*<br><br>*For example, use an atlas with the key to identify the mountainous parts of the world.* | **Describe simple points about a place and consider the issues that it faces.**<br><br>*Take the points identified about a particular place and describe in detail the issues that they face.* | **Describe, in detail, physical processes and human issues using keywords.**<br><br>*In written and spoken work, key words must be used to describe physical processes and human issues.*<br><br>*The keywords will be made available in Learning Journals and referred to in the new learning lesson and referred back to throughout the RBA journey for retention.* |
| **FACTS**<br><br>**Geographical foundations of knowing where places are and using maps.** | **T1** | **Name and locate UK countries, some counties, regions and capital cities.**<br><br>*UK Countries on the map should be located as well as some of counties, regions and capital cities – the requirement is to be able to locate most of these places on a a map..* | **Identify points and issues faced by a particular place.**<br><br>*Consider issues that a place encounters based on the geographical make up.* | **Identify physical processes and human issues using keywords.** |
| | **T2** | **Locate and compare 2 locations in the world using maps and key geographical words.**<br><br>*Locate in what Continent, Country, Region or town 2 places are located and compare the geographical make-up.*<br>*For example, what are the physical features? what is the climate like?* | **Suggest reasons why similarities and differences exist between places.**<br><br>*Define how places might be the same or different to others and go on to suggest why this is.* | **Describe how physical and human features can affect places.**<br><br>*Describe how humans can affect the natural geography of a place.*<br>*For example, cutting down trees to make roads.* |

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| | | | | *For example, consider the similarities and differences between Shefford and London. Why do these differences exist?* | *Describe how natural features can affect human.*<br>*For example, a natural disaster like a flood or drought.* |
| | | **T3** | **Use a compass to find particular places.**<br><br>*Identify how to use a simple directional compass. Use the compass to find a particular direction.*<br><br>*For example, a directional instruction will be given for the children to follow and they will report what is waiting for them at the end of the instruction.* | **Be aware of regional and national places in the UK outside my local area.**<br><br>*Identify that the UK is made up from varying places outside and with different geographical features to our local area.* | **Compare impacts upon different places using geographical words.**<br><br>*Impacts will vary depending on particular places around the world. Physical and human impacts will affect particular areas more than others. Geographical vocabulary should be used to define and describe these impacts.*<br><br>*For example, places with a higher population will be affected by a loss of the natural landscape as a result of needing more houses built.* |
| | | **T4** | **Make simple observations about a location using maps and pictures.**<br><br>*Using Atlases, pictures and sources, simple geographical observations can be made.*<br><br>*For example, a picture of the, particular features can be highlighted to be human or naturel.* | **Identify and summarise places within a region.**<br><br>*Know that particular towns and villages are situated in certain regions.*<br><br>*For example, Bedfordshire is in the Eastern region of England and Shefford is located in Bedfordshire.* | **Recognise human and physical features.**<br><br>*Know the difference between human and physical geographical features. Examples of each will also be required.* |
| | | **T5** | **Name and locate the countries of the UK and be aware of capital cities.**<br><br>*Should be aware of the 4 Countries within the UK and their capital cities should be located on a map.* | **Present facts about a region.**<br><br>*Regions within the UK should be known.* | **Present facts about how human activities can affect the natural landscape.**<br><br>*Humans can affect the natural landscape in a number of ways* |

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| | | *Should also be aware of what makes up Great Britain and the British Isles also.* | | *For Example, population figures may increase requiring more facilities and housing which can result in a loss of fields in the surrounding area.* |
| | **T6** | **Use a map to find a specific location.**<br><br>*To locate a specific location on a UK map, or simplistic town or school map.* | **Identify the significance that a particular landmark might have to an area.**<br><br>*Understand what a landmark is. This could be defined through what it means to them, to show they are home as well as the historical significance.*<br><br>*For example, a war memorial could be where the local community meets for Remembrance Day or the local community centre is where the Christmas fete is held.*<br><br>*The objective is to empathise in some way with the locality.* | **Identify how human activities can affect the natural landscape.**<br><br>Understand that humans have an impact upon the natural landscape.<br><br>A great example of this is the mass building of houses in the local area. What impact does this have on the physical landscape and the local community. |