

Attainment Target and Level Descriptions for Geography

Geography has one attainment target entitled 'Geographical Knowledge, Understanding and Skills'. The level descriptions, therefore, cover the subject as a whole.

2

KEY STAGE

Level Descriptions
GEOGRAPHY

GEOGRAPHICAL KNOWLEDGE, UNDERSTANDING AND SKILLS

Pupils should develop a breadth and depth of geographical knowledge, skills in geographical enquiry, an ability to understand geographical issues and to communicate their understanding in a variety of forms.

LEVEL 1

Pupils identify and talk about a limited range of places and features observed in the local neighbourhood and observe and talk about changes in the weather from season to season. They express views about what they like or dislike about the environment around them. They begin to use simple directional language *such as up, down, forward, backwards*, and attempt to describe orally simple picture maps not to scale. They illustrate understanding through talking, drawing and asking questions.

LEVEL 2

Pupils recognise and describe some common landscape features in the environment or from photographs and drawings. They describe, in simple sentences and/or by drawings, a limited range of features and processes from the programme of study which has been discussed in class. They offer some reasons why we need to care for the environment. They help organise data generated by the teacher into pictograms, simple block graphs using objects or simple computer databases to make the graphs. They follow a route on a simple map using directional language, *such as left and right*, and draw and describe simple picture maps not to scale.

LEVEL 3

Pupils describe some common landscape features in terms of size and shape and compare some major features and conditions they have learned about from the local area and the wider world. They show basic understanding of a limited range of processes they have discussed in class. They recognise that the use or disposal of some resources can sometimes present a problem for the environment and express simple views about issues. They draw simple plans and maps not to scale and use and follow North, South, East and West as directions. They help collect simple data and represent it on a simple bar chart or computer database.

LEVEL 4

Pupils describe and compare a range of features and places and offer simple explanations for the relationships between some of them. They recognise that there may be different views about geographical issues and describe two main viewpoints relating to an issue they have studied. They use a wider range of basic geographical skills, *for example, they identify some familiar features on a map using a simple key*. They collect, measure and record information and present and explain it in written form and in simple graphs, databases or diagrams.

LEVEL 5

Pupils use an appropriate geographical vocabulary to describe and compare an increasing range of geographical features and places. They offer simple explanations of a range of processes at more than one scale. They demonstrate more detailed understanding of issues by recognising that there can be a range of points of view and suggest simple explanations for some of the different views held about an issue. They use a wider range of geographical skills *such as four-figure grid references, the eight points of the compass*, and they draw simple plans and maps to scale. They collect, read and present information from primary and secondary sources appropriately.

LEVEL 6 (for comparison purposes only)

Pupils use an increasing and appropriate geographical vocabulary to offer more detailed descriptions and explanations of a widening range of geographical processes at a variety of scales, *such as precipitation, manufacturing or pollution*. They recognise and describe some of the most significant economic, social and environmental dimensions of issues. They demonstrate increasing competence in map skills, *such as the measurement of straight line distances and the use of six-figure grid references*. They design and use appropriate data collection sheets and collect, present and explain data from both primary and secondary sources in a variety of forms. They undertake field work tasks and enquiries through secondary sources with increasing competence.