

Geography - KS3 Level Descriptors

	When applying skills students:	When studying 'places' students:	When studying 'patterns and processes' students:	When studying 'environmental change' students:
3	<ul style="list-style-type: none"> • Use appropriate geography words. • Use some sources of evidence. 	<ul style="list-style-type: none"> • Show knowledge and understanding at a local scale. • Are aware that places have different and similar characteristics. 	<ul style="list-style-type: none"> • Give reasons for some observations. 	<ul style="list-style-type: none"> • Recognise how people seek to improve and sustain environments.
4	<ul style="list-style-type: none"> • Use a range of skills. • Use primary and secondary sources. 	<ul style="list-style-type: none"> • Show knowledge and understanding at a local scale and in another place. • Begin to understand how change can affect features. 	<ul style="list-style-type: none"> • Recognise and describe physical and human processes. 	<ul style="list-style-type: none"> • Understand how people can both improve and damage the environment.
5	<ul style="list-style-type: none"> • Use appropriate skills and methods of presentation. • Present findings using words and pictures. 	<ul style="list-style-type: none"> • Show knowledge, skills and understanding at a wide range of places. • Describe how processes can lead to similarities and differences. 	<ul style="list-style-type: none"> • Describe and begin to explain geographical patterns and physical and human processes. 	<ul style="list-style-type: none"> • Suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.
6	<ul style="list-style-type: none"> • Follow a sequence of investigation • Reach conclusions. 	<ul style="list-style-type: none"> • Show understanding in studies of a wide range of places, of varying scales. • Explain how processes can lead to similarities and differences. 	<ul style="list-style-type: none"> • Describe and explain a range of physical and human processes and recognise that these link to produce the characteristics of places. 	<ul style="list-style-type: none"> • Recognise how conflicting demands on the environment may arise. • Describe and compare different approaches to managing environments.
7	<ul style="list-style-type: none"> • Follow a sequence of investigation with independence. • Evaluate sources of evidence and reach substantiated conclusions. 	<ul style="list-style-type: none"> • Show understanding in a wide range of places and environments at various scales. • Understand that the environment in a place and the lives of the people who live there are affected by actions and events in other places. 	<ul style="list-style-type: none"> • Offer explanations for interactions within and between physical and human processes. 	<ul style="list-style-type: none"> • Recognise that human actions may have environmental consequences and that change sometimes leads to conflict. • Appreciate the planning and management of environments and resources.
8	<ul style="list-style-type: none"> • Show independence in selecting and identifying issues and questions. • Evaluate sources critically • Present full and well argued summaries. 	<ul style="list-style-type: none"> • Explain changes in the characteristics of places over time, and interactions with other places. • Account for disparities in development and understand the range of factors that contribute to the quality of life in different places. 	<ul style="list-style-type: none"> • Explain changes in places over time, in terms of location, physical and human processes, and interactions with other places. 	<ul style="list-style-type: none"> • Recognise the causes, consequences, attitudes and solutions to environmental issues. • Understand how sustainable development can affect their lives. • Understand the planning and management of environments and resources.