

Geography KS3 Assessment Criteria

	Emerging – a student whose understanding of KS3 Geography skills is still emerging will be able to:	Developing – a student who is developing their KS3 Geography skills will be able to	Securing – a student who is secure in the skills in the KS3 Geography curriculum will be able to:	Mastering – a student who has mastered the skills in the KS3 Geography curriculum will be able to:
AC1 – Location and contextual knowledge of key features and place	Have some knowledge of places outside of Europe. Identify the location of environmental regions.	Have a sound knowledge of places outside of Europe. Show awareness of the features of different environmental regions.	Have secure knowledge of different locations and environmental regions around the world, including key human and physical features.	Have a comprehensive knowledge of the human and physical features of a wide range of places and regions at a range of scales (local to global).
AC2 – Understanding of concepts, processes, and interactions that shape place	Identify and describe a simple process, with an awareness of how it can change and shape human and/or physical landscapes.	Explain simple processes and how one action leads to another, with some use of specialist geographical vocabulary.	Explain a range of complex human and physical processes in sequence using a range of specialist geographical vocabulary. Link processes to the geographical context.	Thoroughly explain a wide range of human and physical processes in a logical sequence using a wide range of specialist geographical vocabulary. Make well explained connections between different processes and contexts.
AC3 – Analysis and inference of geographical information from resources and/or observations in the field	Partially identify data, patterns, and change from a numerical or graphical resource. Identify a limited number of features and/or processes from a geographical image or text resource.	Identify data, patterns, and change from a range of numerical and graphical resources. Some ability to read and understand OS maps. Use the evidence selected from a range of qualitative resources to support their understanding.	Begin to describe patterns and trends, including anomalies, and offers simple data manipulation of numerical and graphical resources. Infer geographical information and understanding from a range of qualitative resources.	Confidently describe a range of patterns and trends from numerical and graphical resources and can analyse using complex data manipulation. Consistent ability to read and understand OS maps. Infer comprehensive geographical information and understanding from a range of familiar and unfamiliar qualitative resources.
AC4 – Assessment, evaluation, and justification in relation to Geographical enquiry	Identify positives and negatives aspects of 'geographical issues' with some awareness of linked processes and concepts.	Begin to comment on the significance of certain geographical issues showing some understanding of connections to processes and concepts. Reach an overall conclusion on the geographical issue given by comparing positive and negative impacts.	Begin to think like a geographer and evaluate positive and negative factors/impacts in terms of social, economic, environmental, and political contexts. Can use evidence to support their evaluation. Can reach an overall conclusion drawing on contexts above.	Write like a geographer and justify their viewpoint by considering the significance of impacts at a range of scales (time & space). Comprehensively evaluate a range of geographical issues. Can comment on the accuracy and reliability of geographical data/information used to support geographical decisions.