



KS3 Geography LITERACY MAT

Presentation of Work

- Have you underlined your title?
- Have you put the date on the right and underlined it?
- Have you put class work or homework on the left and underlined?
- Teacher marks in red, you reply in green.

Command Words

Understanding command words to answer questions:

Describe - requires you to give the main characteristics of something. Questions will often ask you to 'describe' a photograph, a pattern on a graph or a map. You should write an accurate account of what you see.

Explain - give reasons as to why something occurs. It is testing your ability to understand how something happens. For example, the farmer keeps sheep on the hillside because of the infertile soil and cooler climate

Justify - You may be required to 'justify' your answer to a previous question possibly using a map or photograph. In this instance you must state the case for your answer, in other words, give reasons for your answer.

Compare - Say in what way two or more things are alike, or different from each other. You should use comparative words such as 'it has a similar height to', 'larger than', 'faster flowing than' or 'more vegetation than.'

Geography Passport



Describing Places

Describing places geographically when using a map:

1. Use compass points e.g. north
2. Use information from the key to help describe the location e.g. next to the station
3. Include grid references e.g. 4567
4. Name key features
5. Include any other helpful information e.g. a street name

Geography Target Levels

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
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.

LEVEL 7
Pupils give accurate and relevant descriptions and explanations of a wide range of physical and human processes at a variety of scales and identify relationships, patterns and variations in them. They offer informed explanation of the viewpoints of different groups and suggest ways by which conflicts of interest might be resolved, showing awareness of some of the complexities of compromise. They use a wide range of map and enquiry skills with confidence and support descriptions and explanations with reference to appropriate graphs, diagrams and cross-sections. They demonstrate competence and independence in the completion of fieldwork tasks and enquiries through secondary sources.

Geographical Enquiries

Writing up a fieldwork enquiry:

Aim – What were you trying to find out?

Method – How did you collect your data and what equipment did you use?

Results – What did you find out? You should always include data in your answers

Conclusion – Did you answer your aim? You should always use data to back up your conclusion

Evaluation – What could you improve if you did the fieldwork again?