|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level Descriptor Strands** | **Working Towards** | **Expected** | **Above** | **Outstanding** |
| **Geographical Knowledge** | Compare the physical and human importance of the oceans give some reasons for the use of the oceans  Identify the locations of the oceans and seas  Make some accurate observations about the different levels of the ocean | Describe Physical and human importance of the oceans  Describe how the oceans are influenced by physical and human processes  Locate oceans and geographical features e.g. great barrier reef, that are studied clearly | Describe and compare physical and human importance of the oceans  Draw on a range of locations, contents and scales in explanations of similarities, differences and characteristics of the world’s oceans and creatures inhabiting it | Analyse physical and human importance of the oceans and the biomes located within the oceans in order to draw out their distinctive characteristics  Draw on own knowledge of a wide range of locations, contexts and scales when explaining the characteristics of the world’s oceans and the creatures and ecosystems inhabiting it |
| **Understanding Geographical Concepts** | Identify some actions people take to improve and sustain the ocean environments  Make Simple connections between human and natural processes and their impacts on the oceans | Describe ways in which the actions of people can affect and change ocean environment  Describe simple geographical relationships with the oceans and people  Identify how people improve or damage ocean environments and their ecosystems | Explain how physical and human processes interact to create impact and change on the oceans  Analyse geographical interconnections in a range of locations and contexts and at different scales  Compare different approaches to managing ocean environments | Develop coherent arguments to explain how physical and human processes are interdependent, affect diversity and change ocean environments  Analyse factors involved in decisions about sustainable and other developmental approaches to improve the ocean environment  Explain how human actions, including their own, may have conflicting consequences for the oceans ecosystems and its wider global significance |
| **Geographical Enquiry and Communication** | Ask and respond to a range of geographical questions about out oceans and offer reasons for their observations  Use geographical skills and sources of evidence to form views and judgements  Use correct geographical vocabulary when communication ideas and information | Ask a range of questions, using primary and secondary sources when investigating oceans and their ecosystems  Use a range of geographical skills when carrying out investigations  Use appropriate presentation and language including correctly spelt geographical vocabulary to communicate ideas, information and findings | Organise and sequence enquires and investigations to provide answers to questions and issues about the future of our oceans  Identify potential bias, appreciating that different values and attitudes, including their own, lead to different outcomes  Reach conclusions drawing on a range of evidence and communicate ideas, information and findings using a variety of forms | Sequence enquires and investigations to reach substantiated conclusions about the future of our oceans  Critically evaluate sources of evidence and understand that many factors influence people’s decisions and relationship with the ocean  Communicate well argued findings based on secure evidence, using accurate vocabulary and a wide range of appropriate forms |
| **SPaG** | SPaG: some errors in grammar and spelling; geographical terms are used but not always in the right context | SPaG: few errors in grammar and spelling; geographical terms are used in context | SPaG: very few errors in grammar and spelling; many geographical terms used appropriately | SPaG: no errors in grammar and spelling; wide range of geographical terms used appropriately and effectively |