

Year/Grade			GEOGRAPHY PROGRESS MAP: Learning and Assessment Objectives			
Y7	Y8	Y9	Knowledge – I know:	Understanding – I understand:	Analyse and Evaluate – I can:	Skills and Fieldwork – I can:
		9	<ul style="list-style-type: none"> <input type="checkbox"/> the location of a wide range of the world's countries and oceans, including smaller countries and cities in less familiar places like Oceania and the Middle East. <input type="checkbox"/> the human and physical similarities, differences and links between diverse places around the world. <input type="checkbox"/> many specific examples, facts and figures from lessons and my own wider research and I can use these as evidence to make my arguments convincing. <input type="checkbox"/> an extensive range of geographical vocabulary and use terms appropriately and accurately related to the topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> the complex interactions between social, economic, political and physical processes and can explain how these interactions create distinctive/particular places and environments. <input type="checkbox"/> and can predict how places and environments change over time by using my understanding of Geography <input type="checkbox"/> how sustainable development can affect my local community as well as the planning and management of environments and resources at a local to global scale. 	<ul style="list-style-type: none"> <input type="checkbox"/> analyse complex geographical patterns over time and space. <input type="checkbox"/> apply concepts and models to analyse geographical contexts and evaluate the limitations of theory. <input type="checkbox"/> evaluate the relative strengths, weaknesses and sustainability of alternative approaches to tackling issues and justify my view about the best approach. <input type="checkbox"/> explain contrasting views about issues held by different groups of people ranging from local communities to governments and world organisations. 	<ul style="list-style-type: none"> <input type="checkbox"/> independently identify precise geographical questions and theory based hypotheses to form an effective enquiry sequence. <input type="checkbox"/> plan, carry out and evaluate fieldwork techniques, making effective use of primary and secondary data. <input type="checkbox"/> interpret and present a wide range of geographical data to develop convincing arguments and reach accurate and substantiated conclusions. <input type="checkbox"/> use a wide range of maps in different formats and at different scales and then visualise what places are like.
	9	8	<ul style="list-style-type: none"> <input type="checkbox"/> the location of a wide range of the world's countries and oceans, including smaller countries and cities. <input type="checkbox"/> the human and physical similarities, differences and links between different places around the world. <input type="checkbox"/> many examples, facts and figures and I can use these as evidence to support my arguments. <input type="checkbox"/> an extensive range of geographical vocabulary and I always use the terms confidently and accurately. 	<ul style="list-style-type: none"> <input type="checkbox"/> the interactions between social, economic and physical processes and can explain how these interactions create distinctive places and environments. <input type="checkbox"/> how places and environments change over time by drawing on a deep understanding and knowledge of locations, contexts and scales. <input type="checkbox"/> how sustainable development can affect the planning and management of environments and resources at different scales. 	<ul style="list-style-type: none"> <input type="checkbox"/> analyse geographical patterns over time and space. <input type="checkbox"/> apply concepts and models to analyse geographical contexts and explain some of the problems with theory. <input type="checkbox"/> evaluate the strengths and weaknesses of alternative approaches to tackling geographical issues and justify my view about the best approach. <input type="checkbox"/> explain contrasting views about issues held by a range of different groups of people and stakeholders. 	<ul style="list-style-type: none"> <input type="checkbox"/> independently identify geographical questions and hypotheses to form an effective enquiry sequence. <input type="checkbox"/> plan, carry out and evaluate fieldwork techniques, making use of primary and some secondary data. <input type="checkbox"/> interpret and present a wide range of geographical data to develop logical arguments and reach accurate conclusions consistent with the evidence. <input type="checkbox"/> use a wide range of maps in different formats and at different scales with accuracy.
9	8	7	<ul style="list-style-type: none"> <input type="checkbox"/> the location of a range of the world's countries and oceans, including countries and cities across the continents. <input type="checkbox"/> the human and physical similarities and differences between places around the world. <input type="checkbox"/> a range of examples, facts and figures which I can use as evidence to support my arguments. <input type="checkbox"/> a wide range of geographical vocabulary that I can use fully and accurately. 	<ul style="list-style-type: none"> <input type="checkbox"/> the interactions between human and physical processes and can explain how these interactions create distinctive places and environments. <input type="checkbox"/> how places and environments change by drawing on an understanding and knowledge of locations, contexts and scales. <input type="checkbox"/> how sustainable development can affect the planning and management of environments and resources. Why we should plan and manage the environment and different resources at a local to global scale. 	<ul style="list-style-type: none"> <input type="checkbox"/> analyse geographical patterns at a range of scales. <input type="checkbox"/> apply concepts and models to analyse geographical contexts and identify the differences between theory and the real world. <input type="checkbox"/> identify the strengths and weaknesses of alternative approaches to tackling geographical issues and justify my view about the best approach. <input type="checkbox"/> explain contrasting views about issues held by different groups of people. 	<ul style="list-style-type: none"> <input type="checkbox"/> independently identify geographical questions and start to form hypotheses to form a logical enquiry sequence. <input type="checkbox"/> plan, carry out and evaluate fieldwork techniques, making effective use of a range of data. <input type="checkbox"/> interpret and present a range of geographical data to develop arguments and reach accurate conclusions consistent with the evidence. <input type="checkbox"/> use a range of maps in different formats and at different scales with accuracy.
8	7	6	<ul style="list-style-type: none"> <input type="checkbox"/> where many of the world's countries, <u>important</u> cities and oceans are found, including those in Europe, North and South America, Africa and Asia. <input type="checkbox"/> where places are located relative to the northern/southern/eastern and western hemispheres. <input type="checkbox"/> the human and physical features that make places unique. <input type="checkbox"/> relevant examples, facts and figures and I can use them effectively to make a clear point. <input type="checkbox"/> a range of geographical vocabulary which I often use in my responses. 	<ul style="list-style-type: none"> <input type="checkbox"/> a range of human and physical processes and can explain how these interact to produce the characteristics of places and environments. <input type="checkbox"/> the concept of sustainable development and can explain how human activity causes places and environments to change at different scales. 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and explain geographical patterns at local national and global scales <input type="checkbox"/> explain how concepts and models work and identify the similarities and differences between theory and the real world. <input type="checkbox"/> explain different approaches to managing geographical issues and explain my own view and the attitudes of others about the most effective approach. 	<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant geographical questions and suggest a good sequence of enquiry. <input type="checkbox"/> plan and conduct fieldwork with some support. <input type="checkbox"/> use a range of data and resources to answer research questions and reach conclusions that are consistent with the evidence. Uses more complex techniques to present information <input type="checkbox"/> interpret Ordnance Survey maps and atlases, including accurate use of latitude and longitude, grid references, scale and relief.
7	6	5	<ul style="list-style-type: none"> <input type="checkbox"/> the location of many of the world's countries and major oceans, giving specific named examples <input type="checkbox"/> if key places are located in the northern/southern/eastern and western hemispheres. <input type="checkbox"/> the human and physical features of different places around the world. <input type="checkbox"/> some good examples, facts and figures and I can use them to demonstrate a point. 	<ul style="list-style-type: none"> <input type="checkbox"/> a range of human and physical processes and can start to explain how these interact to produce the characteristics of places and environments. <input type="checkbox"/> the concept of sustainable development and can explain how human activity causes places and environments to change. 	<ul style="list-style-type: none"> identify and explain geographical patterns at more than one scale <input type="checkbox"/> describe how concepts and models work and identify the similarities and differences between theory and the real world. <input type="checkbox"/> describe different approaches to managing geographical issues and explain my own view and the attitudes of others about the most effective approach. 	<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions and suggest a productive sequence of enquiry. <input type="checkbox"/> plan and conduct fieldwork with some support. <input type="checkbox"/> use a range of data and resources to answer research questions and reach conclusions that are consistent with the evidence.

			<ul style="list-style-type: none"> <input type="checkbox"/> a range of geographical vocabulary and I can use terms in my responses. 			<ul style="list-style-type: none"> <input type="checkbox"/> interpret Ordnance Survey maps and atlases, including accurate use of latitude and longitude, grid references, scale and relief.
6	5	4	<ul style="list-style-type: none"> <input type="checkbox"/> the location of the world's countries and major oceans, including countries outside of Europe. <input type="checkbox"/> if key places are located in the northern or southern hemispheres. <input type="checkbox"/> the human and physical features of different places around the world. <input type="checkbox"/> some good examples, facts and figures and I can use them to demonstrate a point. <input type="checkbox"/> a range of geographical vocabulary and can use these terms in my answers. 	<ul style="list-style-type: none"> <input type="checkbox"/> the key steps of a range human and physical processes and start to link these to the features of places and environments. <input type="checkbox"/> that sustainable development is about caring for the environment as well as people and can explain how human activity causes places and environments to change. 	<ul style="list-style-type: none"> <input type="checkbox"/> describe and give linked explanations for geographical patterns. <input type="checkbox"/> Explain the main advantages and disadvantages of different approaches to managing geographical issues. <input type="checkbox"/> explain my own view about geographical issues and explain why other people may hold differing viewpoints 	<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions and start to suggest a productive sequence of enquiry. <input type="checkbox"/> plan and conduct fieldwork with considerable support. <input type="checkbox"/> use a range of data and resources to start to answer research questions and reach conclusions that are consistent with the evidence. <input type="checkbox"/> start to interpret Ordnance Survey maps and atlases, including accurate use of latitude and longitude, grid references, scale and relief.
5	4	3	<ul style="list-style-type: none"> <input type="checkbox"/> where the key countries and oceans are found in Europe and the wider world. <input type="checkbox"/> the key lines of latitude and longitude, such as the equator, poles, the tropics and Greenwich Meridian. <input type="checkbox"/> the human and physical features of the UK and I can compare aspects of these to other countries in different continents. <input type="checkbox"/> a growing range of geographical terms and examples which I am starting to use in my work 	<ul style="list-style-type: none"> <input type="checkbox"/> A few important human and physical processes and I am beginning to link these to the features of places and environments. <input type="checkbox"/> how human activity can improve and damage the environment. <input type="checkbox"/> that geographical processes, patterns and change can occur at different scales in space and time. 	<ul style="list-style-type: none"> <input type="checkbox"/> describe and state simple reasons for geographical patterns. <input type="checkbox"/> describe the main advantages and disadvantages of different approaches to managing geographical issues. <input type="checkbox"/> explain my own view about geographical issues and begin to state views of other groups of people 	<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant geographical questions about the world around me. <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a wide range of methods. <input type="checkbox"/> use maps at a range of scales and apply the eight points of a compass, four and six-figure grid references, symbols and key confidently.
4	3	2	<ul style="list-style-type: none"> <input type="checkbox"/> the names and the locations of the seven continents and five oceans of the world <input type="checkbox"/> some of the human and physical features of the UK and can compare these to another European and a non-European country <input type="checkbox"/> some geographical words from each topic that I can recognise and start to use in my work. 	<ul style="list-style-type: none"> <input type="checkbox"/> and can differentiate between human and physical geography concepts locally, nationally and globally <input type="checkbox"/> that geographical processes and patterns can occur on a local, national or global scale 	<ul style="list-style-type: none"> <input type="checkbox"/> describe a pattern using evidence from a map , graph of photo <input type="checkbox"/> give an advantage and a disadvantage of a course of action or a management strategy of a geographical issue <input type="checkbox"/> briefly explain my own point of view about geographical issues 	<ul style="list-style-type: none"> <input type="checkbox"/> ask geographical questions about the world around me. <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. <input type="checkbox"/> use different types of maps and apply the eight points of a compass, four and six-figure grid references, symbols and key.
3	2	1	<ul style="list-style-type: none"> <input type="checkbox"/> the names of the seven continents and five oceans of the world. <input type="checkbox"/> some of the human and physical features of the UK and can compare these to a another country. <input type="checkbox"/> some geographical words from each topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> and can differentiate between human and physical geography concepts <input type="checkbox"/> that geographical processes can occur on a range of scales 	<ul style="list-style-type: none"> <input type="checkbox"/> describe a pattern in a map or graph <input type="checkbox"/> give an advantage or a disadvantage of a course of action or a management strategy of a geographical issue <input type="checkbox"/> describe and give one reason for my point of view 	<ul style="list-style-type: none"> <input type="checkbox"/> start to ask geographical questions about the world around me. <input type="checkbox"/> start to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. <input type="checkbox"/> start to use different types of maps and apply the eight points of a compass, four and six-figure grid references, symbols and key.
2	1		<ul style="list-style-type: none"> <input type="checkbox"/> the names of the four capital cities of the UK and I can name some of the continents and oceans <input type="checkbox"/> some of the human and physical features of the UK. <input type="checkbox"/> some common geographical words like valley, weather and capital city 	<ul style="list-style-type: none"> <input type="checkbox"/> the difference between human and physical geography. <input type="checkbox"/> that people can affect the environment in good and bad ways. <input type="checkbox"/> that things in geography can be small or large in scale. 	<ul style="list-style-type: none"> <input type="checkbox"/> state the overall trend or pattern when I look at some information or data in geography. <input type="checkbox"/> describe my own view about geographical issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> use fieldwork skills with some help in order to study the geography of the school and the key features of its surrounding environment. <input type="checkbox"/> use simple maps and interpret symbols and a key. <input type="checkbox"/> use the four point compass and basic words to describe where a place is found.
1			<ul style="list-style-type: none"> <input type="checkbox"/> the names of the four countries in the UK <input type="checkbox"/> that countries are found in groups called continents. <input type="checkbox"/> the meaning of some basic key words in geography 	<ul style="list-style-type: none"> <input type="checkbox"/> that geography is about people and the natural world. <input type="checkbox"/> that people can affect the environment. <input type="checkbox"/> that things in geography can affect me 	<ul style="list-style-type: none"> <input type="checkbox"/> select information from a geographical source <input type="checkbox"/> state whether I agree or disagree with a point of view 	<ul style="list-style-type: none"> <input type="checkbox"/> use fieldwork skills with considerable help in order to study the geography of the school and the key features of its surrounding environment. <input type="checkbox"/> use basic maps and interpret symbols and a key with help. <input type="checkbox"/> use the four point compass and basic words to describe where a place is found with help.

