

Geography expected standards progression table

	Working towards Y7 Expected standards	Y7 Expected Standards	Y8 Expected Standards	Y9 Expected Standards	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
Geographical Enquiry And Skills	I have: asked geographical questions and investigated the answers used geographical words	* I have: -asked geographical questions and investigated the answers using a range of skills -used primary and secondary evidence -used geographical words	* I have: -started to suggest relevant geographical questions -selected information and sources of evidence, being aware of bias presented my conclusion in a sensible way, in writing and graphical form	I have: -asked relevant geographical questions -suggested an appropriate sequence of investigation -selected information and sources of evidence and identified potential bias -presented my findings clearly and based my conclusions on evidence	I have: -developed the enquiry on my own -evaluated information and sources of evidence, detected and responded to bias -presented my findings clearly with well- reasoned conclusions	I have: -developed the enquiry on my own -evaluated sources of evidence critically before using them in my enquiry. -presented my findings clearly with well-reasoned conclusions
Places	I can: -describe and compare the physical features of my local area try to explain why some things are located where they are	* I can: -describe physical and human features of places -describe a range of places in the UK and the world	* I know: -about the geography of the UK and wider world (Brazil and comparison places) -how to describe physical and human characteristics of places within their wider locations and contexts	I know about and understand: -the geography of the UK and the wider world -how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales	I can: -make links between the geography of the UK and wider world -use these links to analyse the physical and human characteristics of places, using a wide range of locations, contexts and scales	I can: -make links between the geography of the UK and wider world -use these links to analyse the physical and human characteristics of places -explain changes in the characteristics of places over time, using a wide range of locations, contexts and scales
Patterns and processes	I can: -suggest some reasons for the way things are -describe changes in both physical and human environments	I can: -show that human and physical processes can change places and explain how these changes can affect the people living there -describe simple geographical patterns	I can: -describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there -describe and begin to explain geographical patterns	I can: -describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places -understand how physical and human processes lead to change in places -identify geographical patterns at a range of scales	I can: -describe and explain interactions within and between physical and human processes -show how these interactions create diversity and interdependence and help change places -identify and analyse geographical patterns at a range of scales	I can: -analyse the interactions within and between physical and human processes -show how these interactions create diversity and interdependence and help change places -describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result
Environmental Change And Sustainable Development	I understand: -how people can both improve and sustain the environment -that people have different views about environmental issues	I can: -understand how people can improve and damage the environment -explain my own views about environmental change and understand that others may hold different views	*I can: -understand some ways that human activities cause environments to change -show an awareness of sustainable development recognise the range of views people have about environmental interaction and change	I can: -recognise how conflicting demands on the environment may arise -describe and compare sustainable and other approaches to managing environments -appreciate that different values and attitudes can result in different approaches to environmental interaction and change	I understand and can explain: -that many factors influence the decisions made about sustainable and other approaches to managing places -how places are affected by actions and events in other places -how human actions may have unintended consequences and that change sometimes leads to conflict	I can: -analyse different approaches to managing places and explain the causes and consequences of environmental change -understand how the interaction between people and environments may result in complex and unintended changes -describe a range of views about environmental interaction
Communication	*I write clearly and state some facts	*I write clearly and in full sentences. My extended writing is organised into paragraphs. I describe in some detail. I have sometimes used connectives that help me explain for example 'because'. I can give examples.	*I write clearly and organise my work into some paragraphs. I sometimes use data to support my ideas. I sometimes use key connectives such as 'because' and 'therefore' to show outcomes	*I organise my work and mostly show both sides of an argument. I can show the outcomes of processes and sometimes use examples in detail and data to support my ideas. I am beginning to evaluate some processes or ideas.	I write coherently and succinctly about processes and outcomes. I can evaluate the significance of processes, their outcomes and the solutions and argue convincingly. I use language that helps me express ideas such as 'therefore, leads to, a major point is... overall'. I use evidence clearly and integrate it into my arguments.	*I write in a mature way, using key language with confidence. I can juxtapose ideas and evaluate them with evidence. I understand that there are long and short term outcomes to processes and I include several geographical strands in my writing such as social, political, environmental, economic and demographic references. I understand that there are different scales of operation; global, regional, local.

	Working towards Y7 Expected standards	Y7 Expected Standards *MEETING*	Working above Y7 Expected Standards	Working well above Y7 Expected Standards
Geographical Enquiry And Skills	I have: asked geographical questions and investigated the answers used geographical words	* I have: -asked geographical questions and investigated the answers using a range of skills -used primary and secondary evidence -used geographical words	* I have: -started to suggest relevant geographical questions -selected information and sources of evidence, being aware of bias presented my conclusion in a sensible way, in writing and graphical form	I have: -asked relevant geographical questions -suggested an appropriate sequence of investigation -selected information and sources of evidence and identified potential bias -presented my findings clearly and based my conclusions on evidence
Places	I can: -describe and compare the physical features of my local area try to explain why some things are located where they are	* I can: -describe physical and human features of places -describe a range of places in the UK and the world	* I know: -about the geography of the UK and wider world (Brazil and comparison places) -how to describe physical and human characteristics of places within their wider locations and contexts	I know about and understand: -the geography of the UK and the wider world -how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales
Patterns and processes	I can: -suggest some reasons for the way things are -describe changes in both physical and human environments	I can: -show that human and physical processes can change places and explain how these changes can affect the people living there -describe simple geographical patterns	I can: -describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there -describe and begin to explain geographical patterns	I can: -describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places -understand how physical and human processes lead to change in places -identify geographical patterns at a range of scales
Environmental Change And Sustainable Development	I understand: -how people can both improve and sustain the environment -that people have different views about environmental issues	I can: -understand how people can improve and damage the environment -explain my own views about environmental change and understand that others may hold different views	*I can: -understand some ways that human activities cause environments to change -show an awareness of sustainable development recognise the range of views people have about environmental interaction and change	I can: -recognise how conflicting demands on the environment may arise -describe and compare sustainable and other approaches to managing environments -appreciate that different values and attitudes can result in different approaches to environmental interaction and change
Communication	*I write clearly and state some facts	*I write clearly and in full sentences. My extended writing is organised into paragraphs. I describe in some detail. I have sometimes used connectives that help me explain for example 'because'. I can give examples.	*I write clearly and organise my work into some paragraphs. I sometimes use data to support my ideas. I sometimes use key connectives such as 'because' and 'therefore' to show outcomes	*I organise my work and mostly show both sides of an argument. I can show the outcomes of processes and sometimes use examples in detail and data to support my ideas. I am beginning to evaluate some processes or ideas.

	Working towards Y8 Expected standards	Y8 Expected Standards *MEETING*	Working above Y8 Expected Standards	Working well above Y8 Expected Standards
Geographical Enquiry And Skills	<p>* I have:</p> <ul style="list-style-type: none"> -asked geographical questions and investigated the answers using a range of skills -used primary and secondary evidence -used geographical words 	<p>* I have:</p> <ul style="list-style-type: none"> -started to suggest relevant geographical questions -selected information and sources of evidence, being aware of bias presented my conclusion in a sensible way, in writing and graphical form 	<p>I have:</p> <ul style="list-style-type: none"> -asked relevant geographical questions -suggested an appropriate sequence of investigation -selected information and sources of evidence and identified potential bias -presented my findings clearly and based my conclusions on evidence 	<p>I have:</p> <ul style="list-style-type: none"> -developed the enquiry on my own -evaluated information and sources of evidence, detected and responded to bias -presented my findings clearly with well-reasoned conclusions
Places	<p>* I can:</p> <ul style="list-style-type: none"> -describe physical and human features of places -describe a range of places in the UK and the world 	<p>* I know:</p> <ul style="list-style-type: none"> -about the geography of the UK and wider world (Brazil and comparison places) -how to describe physical and human characteristics of places within their wider locations and contexts 	<p>I know about and understand:</p> <ul style="list-style-type: none"> -the geography of the UK and the wider world -how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales 	<p>I can:</p> <ul style="list-style-type: none"> -make links between the geography of the UK and wider world -use these links to analyse the physical and human characteristics of places, using a wide range of locations, contexts and scales
Patterns and processes	<p>I can:</p> <ul style="list-style-type: none"> -show that human and physical processes can change places and explain how these changes can affect the people living there -describe simple geographical patterns 	<p>I can:</p> <ul style="list-style-type: none"> -describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there -describe and begin to explain geographical patterns 	<p>I can:</p> <ul style="list-style-type: none"> -describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places -understand how physical and human processes lead to change in places -identify geographical patterns at a range of scales 	<p>I can:</p> <ul style="list-style-type: none"> -describe and explain interactions within and between physical and human processes -show how these interactions create diversity and interdependence and help change places -identify and analyse geographical patterns at a range of scales
Environmental Change And Sustainable Development	<p>I can:</p> <ul style="list-style-type: none"> -understand how people can improve and damage the environment -explain my own views about environmental change and understand that others may hold different views 	<p>*I can:</p> <ul style="list-style-type: none"> -understand some ways that human activities cause environments to change -show an awareness of sustainable development recognise the range of views people have about environmental interaction and change 	<p>I can:</p> <ul style="list-style-type: none"> -recognise how conflicting demands on the environment may arise -describe and compare sustainable and other approaches to managing environments -appreciate that different values and attitudes can result in different approaches to environmental interaction and change 	<p>I understand and can explain:</p> <ul style="list-style-type: none"> -that many factors influence the decisions made about sustainable and other approaches to managing places -how places are affected by actions and events in other places -how human actions may have unintended consequences and that change sometimes leads to conflict
Communication	<p>*I write clearly and in full sentences. My extended writing is organised into paragraphs. I describe in some detail. I have sometimes used connectives that help me explain for example 'because'. I can give examples.</p>	<p>*I write clearly and organise my work into some paragraphs. I sometimes use data to support my ideas. I sometimes use key connectives such as 'because' and 'therefore' to show outcomes</p>	<p>*I organise my work and mostly show both sides of an argument. I can show the outcomes of processes and sometimes use examples in detail and data to support my ideas. I am beginning to evaluate some processes or ideas.</p>	<p>I write coherently and succinctly about processes and outcomes. I can evaluate the significance of processes, their outcomes and the solutions and argue convincingly. I use language that helps me express ideas such as 'therefore, leads to, a major point is... overall'. I use evidence clearly and integrate it into my arguments.</p>

	Working towards Y9 Expected standards	Y9 Expected Standards *MEETING*	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
Geographical Enquiry And Skills	<p>* I have:</p> <ul style="list-style-type: none"> -started to suggest relevant geographical questions -selected information and sources of evidence, being aware of bias -presented my conclusion in a sensible way, in writing and graphical form 	<p>I have:</p> <ul style="list-style-type: none"> -asked relevant geographical questions -suggested an appropriate sequence of investigation -selected information and sources of evidence and identified potential bias -presented my findings clearly and based my conclusions on evidence 	<p>I have:</p> <ul style="list-style-type: none"> -developed the enquiry on my own -evaluated information and sources of evidence, detected and responded to bias -presented my findings clearly with well-reasoned conclusions 	<p>I have:</p> <ul style="list-style-type: none"> -developed the enquiry on my own -evaluated sources of evidence critically before using them in my enquiry. -presented my findings clearly with well-reasoned conclusions
Places	<p>* I know:</p> <ul style="list-style-type: none"> -about the geography of the UK and wider world (Brazil and comparison places) -how to describe physical and human characteristics of places within their wider locations and contexts 	<p>I know about and understand:</p> <ul style="list-style-type: none"> -the geography of the UK and the wider world -how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales 	<p>I can:</p> <ul style="list-style-type: none"> -make links between the geography of the UK and wider world -use these links to analyse the physical and human characteristics of places, using a wide range of locations, contexts and scales 	<p>I can:</p> <ul style="list-style-type: none"> -make links between the geography of the UK and wider world -use these links to analyse the physical and human characteristics of places -explain changes in the characteristics of places over time, using a wide range of locations, contexts and scales
Patterns and processes	<p>I can:</p> <ul style="list-style-type: none"> -describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there -describe and begin to explain geographical patterns 	<p>I can:</p> <ul style="list-style-type: none"> -describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places -understand how physical and human processes lead to change in places -identify geographical patterns at a range of scales 	<p>I can:</p> <ul style="list-style-type: none"> -describe and explain interactions within and between physical and human processes -show how these interactions create diversity and interdependence and help change places -identify and analyse geographical patterns at a range of scales 	<p>I can:</p> <ul style="list-style-type: none"> -analyse the interactions within and between physical and human processes -show how these interactions create diversity and interdependence and help change places -describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result
Environmental Change And Sustainable Development	<p>*I can:</p> <ul style="list-style-type: none"> -understand some ways that human activities cause environments to change -show an awareness of sustainable development recognise the range of views people have about environmental interaction and change 	<p>I can:</p> <ul style="list-style-type: none"> -recognise how conflicting demands on the environment may arise -describe and compare sustainable and other approaches to managing environments -appreciate that different values and attitudes can result in different approaches to environmental interaction and change 	<p>I understand and can explain:</p> <ul style="list-style-type: none"> -that many factors influence the decisions made about sustainable and other approaches to managing places -how places are affected by actions and events in other places -how human actions may have unintended consequences and that change sometimes leads to conflict 	<p>I can:</p> <ul style="list-style-type: none"> -analyse different approaches to managing places and explain the causes and consequences of environmental change -understand how the interaction between people and environments may result in complex and unintended changes -describe a range of views about environmental interaction
Communication	<p>*I write clearly and organise my work into some paragraphs. I sometimes use data to support my ideas. I sometimes use key connectives such as 'because' and 'therefore' to show outcomes</p>	<p>*I organise my work and mostly show both sides of an argument. I can show the outcomes of processes and sometimes use examples in detail and data to support my ideas. I am beginning to evaluate some processes or ideas.</p>	<p>I write coherently and succinctly about processes and outcomes. I can evaluate the significance of processes, their outcomes and the solutions and argue convincingly. I use language that helps me express ideas such as 'therefore, leads to, a major point is... overall'. I use evidence clearly and integrate it into my arguments.</p>	<p>*I write in a mature way, using key language with confidence. I can juxtapose ideas and evaluate them with evidence. I understand that there are long and short term outcomes to processes and I include several geographical strands in my writing such as social, political, environmental, economic and demographic references. I understand that there are different scales of operation; global, regional, local.</p>