**Geography Progress Ladder Year 7/8**

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| **Band** | **Knowledge and Understanding** | **Skills** |
| **Band 4**  **Grade 4** | * Knowledge of a wide range of places, environments and features, at differing scales. * Describe similarities and differences. * Can recall useful facts about locations. * Uses geographical terms in the appropriate context. * Can describe how processes bring about changes between places and over time; Is aware that processes are interdependent. * Can describe how people and environments interact, both positively and negatively. * Can categorise impacts, e.g. long or short term, social or economic. * Can describe the reasons which cause conflict between different groups. * Can describe the social, cultural and political context of locations. * Can describe theoretical / conceptual frameworks used by geographers | * Can extract and relate information from a range of sources, including OS maps, photos and satellite   images. Can compose accurate sketch maps.   * Higher map skills, e.g. 6-fig and contours (gradient and slope). * Basic GIS application to investigate geographical questions, e.g. appropriate use of layers to   investigate locations.   * Can select appropriate graphs. * Can accurately draw a range of more complex graphs e.g. pie charts. * Can calculate simple statistics, e.g. range and mean. * Can clearly describe patterns on maps and graphs, including specific details. * Can select and use appropriate data collection techniques. Can design data collection sheets. * Can apply a range of diagrammatic techniques to improve the clarity of illustrations e.g. colour   coding, sequencing.   * Can draw valid conclusions. * Can pose appropriate hypotheses. * Reasonable accuracy in the application of SPaG, errors do not hinder the meaning of the response. * Work has a logical structure. * Can write in a variety of styles. |
| **Band 3**  **Grade 3** | * Knowledge of a wide range of places, environments and features, at differing scales. * Describe similarities and differences. * Can recall useful facts about locations. * Uses geographical terms in the appropriate context. * Can connect human and physical features to specific processes. * Can link and order processes. * Can describe how people and environments interact, both positively and negatively. * Can describe how physical processes and human actions can impact on people and the environment. * Can consider the views of different groups. * Can outline the social, cultural and political context of locations. * Can outline theoretical / conceptual frameworks used by geographers | * Can extract and relate information from a wide range of sources; including complex maps e.g.   thematic.   * Can use map evidence to support written responses. * Basic GIS application to investigate geographical questions, e.g. appropriate use of layers to   investigate locations.   * Can select appropriate graphs. * Can accurately draw a range of more complex graphs e.g. pie charts. * Can calculate a range of statistics, including ratios, percentages and unit conversions. * Can describe patterns with clarity. Can identify exceptions. * Can devise appropriate data collection techniques. * Can describe methods with clarity. * Can apply a range of diagrammatic techniques to improve the clarity of illustrations e.g. colour   coding, sequencing.   * Can make evidence based conclusions. * Can pose appropriate hypotheses. * Reasonable accuracy in the application of SPaG, errors do not hinder meaning. * Work has a logical structure. * Selects and uses a style of writing appropriate to the purpose. |
| **Band 2**  **Grade 2** | * Knowledge of global and local features, both human and physical. * Can describe locations, both physical and human. * Can recall facts about places. * Awareness of key geographical terms e.g. Stack, plunge pool. * Can identify key features. * Awareness of process, in both human and physical environments, e.g. erosion, relief rainfall, migration. * Can give examples of how people and the environment interact. * Basic awareness that people and environments interact. * Shows an awareness of the social, cultural and political context of locations. * Is aware of some theoretical /conceptual approaches used by geographers. | * Can extract information from a range of sources; including tables, photos and maps at varying scales. * Can compose simple maps. * Developing map skills, e.g. 4-fig references and scale. * Can use simple GIS tools e.g. zoom / rotate, distance calculators and layers. * Can compose a simple graph, e.g. bar chart. * Can complete basic calculations. * Can describe simple patterns on maps and graphs. * Can collect accurate data using a range of methods and equipment. * Can outline the collection process. * Can use a range of simple diagrammatic techniques to illustrate information e.g. flow charts. * Can draw simple conclusions. * Can ask geographical questions. * Basic SPaG. * Some attempt to structure ideas. * Appropriate content for the task. * Attempts to write in a style. |
| **Band 1**  **Grade 1** | * Knowledge of main global features, e.g. oceans, continents, key countries. * Simple awareness of location. * Awareness of commonly used geographical terms e.g. countryside, beach. * Basic understanding that physical and human environments change, between places and over time. * Basic awareness that people and environments interact. * An awareness that physical processes and human actions can impact on people and the environment. * Shows an awareness of the social, cultural and political context of locations. * Is aware of some theoretical /conceptual approaches used by geographers. | * Can extract information from a limited range of sources, including basic maps. * Basic map skills, e.g. Symbols and direction. * Can locate places on a GIS map. * Can extract information from a simple graph e.g. bar chart. * Can rank and sequence numbers. * Identify simple patterns; Simple categorising. * Can collect data using a simple method. Make list the main points. * Can use simple diagrams to organise ideas e.g. mind maps. * Can draw simple conclusions. * Can ask geographical questions. * Basic SPaG. * Limited attempt to organise ideas. * Appropriate content for the task. * Attempts to write in a style. |

**Geography Progress Ladder Year 9**

WW- Where in World, NHW – Natural Hazards Weather NHT – Natural Hazards Tectonics LW – Living World

ALL – All topics

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| **Band** | **Knowledge and Understanding** | **Skills** |
| **Band 4**  **Grade 6** | * Extensive knowledge of places, environments and features, at a variety of scales ranging from local to global. ALL * Can make detailed comparisons of both human and physical locations.   NH   * Accurately applies a range of geographical terms. ALL * Defines terms when appropriate. ALL * Can explain how processes bring about changes between places and over time. NHW, NHT, T, LW * Can describe how processes are interdependent.NHT, NHW, LW * Can explain how people and environments interact, both positively and negatively, at a range of scales.   NHT, NHW, LW   * Can explain how processes and actions can cause impacts, both positively and negatively, at a range of scales.   NHT, NHW, LW   * Can explain how conflicting views can be resolved. LW * Can explain processes and events through the social, cultural and political context of locations. NHW, NHT * Can apply theoretical / conceptual frameworks to explain geographical patterns and processes. ALL | * Can compose advanced maps, e.g. isotopic. * Advanced map skills, e.g. Interpretation and construction of cross-sections. * Can use map evidence to strengthen written responses. * Developing application of GIS, e.g. adding simple features such as push pins. * The use of GIS is well linked to the geographical question. * Select and compose advanced graphs, e.g. climate graphs and scattergraphs. * Complex statistics e.g. the sketching of line of best fit. Use data to predict trends. * Can interpret and analyse complex statistics. * Can evaluate fieldwork techniques / usefulness of data. * Can explain how limitations can be overcome. * Can draw and understand conceptual diagrams. * Conclusions are accurate and substantiated. * Can explain hypotheses. * Consistent accuracy in the application of SPaG. * Information is organised clearly and coherently. * Select style adds to the quality and clarity of the response |
| **Band 3**  **Grade 5** | * Extensive knowledge of places, environments and features, at a variety of scales ranging from local to global. ALL * Can make comparisons; NHW NHT * Can enhance answers with locational facts. ALL * Accurately applies a range of geographical terms. ALL * Defines terms when appropriate.ALL * Can explain how processes bring about changes between places and over time. NHT, NHW, LW, T * Can describe how processes are interdependent. NHT, NHW, LW * Can explain how people and environments interact at a range of scales. NHT, NHW, LW, T * Can explain how processes and actions can cause impacts at a range of scales. NHT, NHW, LW, T * Can explain causes of conflict and can suggest solutions. LW, T * Can empathise with different opinions. LW * Can explain the social, cultural and political context of locations. NHT, NHW, LW, T * Can explain theoretical / conceptual frameworks used by geographers ALL | * Can interpret a wide range of maps. Can compose complex maps, e.g. thematic maps. * Advanced map skills, e.g. Interpretation and construction of cross-sections. * Can use map evidence to strengthen written responses. * Developing application of GIS, e.g. adding simple features such as push pins. * The use of GIS is well linked to the geographical question. * Select and compose advanced graphs, e.g. climate graphs and scattergraphs. * Developing statistics, measures of spread and frequency, e.g. quartiles and the inter-quartile range. * Can interpret and analyse advanced graphs. * Can identify limitations in data collection techniques and suggest improvements. * Can draw and understand conceptual diagrams. * Conclusions are accurate and substantiated. * Can explain hypotheses. * Consistent accuracy in the application of SPaG. * Focused response. * Select style adds to the quality and clarity of the response |
| **Band 2**  **Grade 4** | * Knowledge of a wide range of places, environments and features, at differing scales. ALL * Describe similarities and differences. NHT, NHW * Can recall useful facts about locations. ALL * Uses geographical terms in the appropriate context. ALL * Can describe how processes bring about changes between places and over time; Is aware that processes are interdependent. NHT, NHW, LW, T * Can describe how people and environments interact, both positively and negatively. NHT, NHW, LW, T * Can categorise impacts, e.g. long or short term, social or economic. NHT, NHW, LW, T * Can describe the reasons which cause conflict between different groups. LW, T * Can describe the social, cultural and political context of locations. NHT, NHW, LW, T * Can describe theoretical / conceptual frameworks used by geographers ALL | * Can extract and relate information from a range of sources, including OS maps, photos and satellite   images. Can compose accurate sketch maps.   * Higher map skills, e.g. 6-fig and contours (gradient and slope). * Basic GIS application to investigate geographical questions, e.g. appropriate use of layers to   investigate locations.   * Can select appropriate graphs. * Can accurately draw a range of more complex graphs e.g. pie charts. * Can calculate simple statistics, e.g. range and mean. * Can clearly describe patterns on maps and graphs, including specific details. * Can select and use appropriate data collection techniques. Can design data collection sheets. * Can apply a range of diagrammatic techniques to improve the clarity of illustrations e.g. colour   coding, sequencing.   * Can draw valid conclusions. * Can pose appropriate hypotheses. * Reasonable accuracy in the application of SPaG, errors do not hinder the meaning of the response. * Work has a logical structure. * Can write in a variety of styles. |
| **Band 1**  **Grade 3** | * Knowledge of a wide range of places, environments and features, at differing scales.ALL * Describe similarities and differences. NHT, NHW, LW, T * Can recall useful facts about locations. ALL * Uses geographical terms in the appropriate context. ALL * Can connect human and physical features to specific processes.ALL * Can link and order processes. NHW, NHT, LW * Can describe how people and environments interact, both positively and negatively. NHW, NHT, LW, T * Can describe how physical processes and human actions can impact on people and the environment. NHW, NHT, LW, T * Can consider the views of different groups. LW, T * Can outline the social, cultural and political context of locations. NHT, NHW, LW, T * Can outline theoretical / conceptual frameworks used by geographers ALL | * Can extract and relate information from a wide range of sources; including complex maps e.g.   thematic.   * Can use map evidence to support written responses. * Basic GIS application to investigate geographical questions, e.g. appropriate use of layers to   investigate locations.   * Can select appropriate graphs. * Can accurately draw a range of more complex graphs e.g. pie charts. * Can calculate a range of statistics, including ratios, percentages and unit conversions. * Can describe patterns with clarity. Can identify exceptions. * Can devise appropriate data collection techniques. * Can describe methods with clarity. * Can apply a range of diagrammatic techniques to improve the clarity of illustrations e.g. colour   coding, sequencing.   * Can make evidence based conclusions. * Can pose appropriate hypotheses. * Reasonable accuracy in the application of SPaG, errors do not hinder meaning. * Work has a logical structure. * Selects and uses a style of writing appropriate to the purpose. |

**Geography Progress Ladder Year 10 & 11**

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| **Band** | **Knowledge and Understanding** | **Skills** |
| **Band 4**  **Grade 8/9** | * Diverse knowledge of places, environments and features, at a variety of scales ranging from local to global. * Can examine how contrasting features can influence the lives and activities of local people. Locational facts support and develop response. * Effective use of a wide range of geographical terms. * Can apply their understanding of process to model changes and make accurate future predictions. * Can apply their understanding of how people and the environment interact to model changes and make accurate future predictions. * Can examine how processes and actions can cause impacts. Impacts can be appropriately ranked and meaningfully justified. * Can examine how processes and actions can cause impacts. Impacts can be appropriately ranked and meaningfully justified. * Boarder and deeper understanding of locational context. Locational factors form the basis of explanations. * Can devise theoretical / conceptual ideas. | * Can compose, interpret and analyse a wide range of visual resources. * Can apply a wide range of map skills to interpret and analyse locations. * Can apply comprehensive GIS skills to interpret and analyse locations. * Can compose, interpret and analyse a wide range of graphical resources. * Can apply a wide range of statistics to interpret and analyse locations. * Can interpret and analyse a wide range of numerical data, include cartographic, graphical and statistical resources. * Can predict the impact of improvements. * Diagrams effectively integrate with, and develop, written responses. * Can assess the validity of conclusions. * Can justify hypotheses. * Almost faultless SPaG. * Precise and succinct responses. * Select style adds to the quality and clarity of the response |
| **Band 3**  **Grade 7** | * Diverse knowledge of places, environments and features, at a variety of scales ranging from local to global. * Can examine how contrasting features can influence the lives and activities of local people. Locational facts support and develop response. * Effective use of a wide range of geographical terms. * Can examine how interdependent processes can bring about changes between places and over time. * Can evaluate the impact of interaction between people and the environment. * Can examine how processes and actions can cause impacts. Impacts can be appropriately ranked and meaningfully justified. * Can justify solutions to conflict. * Boarder and deeper understanding of locational context. Locational factors form the basis of explanations. * Can evaluate theoretical / conceptual frameworks | * Can compose, interpret and analyse a wide range of visual resources. * Can apply a wide range of map skills to interpret and analyse locations. * Complex GIS application, e.g. zoning, spatial graphs. Techniques reflect the geographical question. * Can compose, interpret and analyse a wide range of graphical resources. * Advanced statistics e.g. Standard Deviation / Spearmans Rank * Can interpret and analyse a wide range of numerical data, include cartographic, graphical and statistical resources. * Can justify method improvements * Diagrams effectively integrate with, and develop, written responses. * Can assess the validity of conclusions. * Can justify hypotheses * Almost faultless SPaG. * Precise and succinct responses * Select style adds to the quality and clarity of the response |
| **Band 2**  **Grade 6** | * Extensive knowledge of places, environments and features, at a variety of scales ranging from local to global. * Can make detailed comparisons of both human and physical locations. * Accurately applies a range of geographical terms. * Defines terms when appropriate. * Can explain how processes bring about changes between places and over time. * Can describe how processes are interdependent. * Can explain how people and environments interact, both positively and negatively, at a range of scales. * Can explain how processes and actions can cause impacts, both positively and negatively, at a range of scales. * Can explain how conflicting views can be resolved. * Can explain processes and events through the social, cultural and political context of locations. * Can apply theoretical / conceptual frameworks to explain geographical patterns and processes. | * Can compose advanced maps, e.g. isotopic. * Advanced map skills, e.g. Interpretation and construction of cross-sections. * Can use map evidence to strengthen written responses. * Developing application of GIS, e.g. adding simple features such as push pins. * The use of GIS is well linked to the geographical question. * Select and compose advanced graphs, e.g. climate graphs and scattergraphs. * Complex statistics e.g. the sketching of line of best fit. Use data to predict trends. * Can interpret and analyse complex statistics. * Can evaluate fieldwork techniques / usefulness of data. * Can explain how limitations can be overcome. * Can draw and understand conceptual diagrams. * Conclusions are accurate and substantiated. * Can explain hypotheses. * Consistent accuracy in the application of SPaG. * Information is organised clearly and coherently. * Select style adds to the quality and clarity of the response |
| **Band 1**  **Grade 5** | * Extensive knowledge of places, environments and features, at a variety of scales ranging from local to global. * Can make comparisons; Can enhance answers with locational facts. * Accurately applies a range of geographical terms. * Defines terms when appropriate. * Can explain how processes bring about changes between places and over time. * Can describe how processes are interdependent. * Can explain how people and environments interact at a range of scales. * Can explain how processes and actions can cause impacts at a range of scales. * Can explain causes of conflict and can suggest solutions. * Can empathise with different opinions. * Can explain the social, cultural and political context of locations. * Can explain theoretical / conceptual frameworks used by geographers | * Can interpret a wide range of maps. Can compose complex maps, e.g. thematic maps. * Advanced map skills, e.g. Interpretation and construction of cross-sections. * Can use map evidence to strengthen written responses. * Developing application of GIS, e.g. adding simple features such as push pins. * The use of GIS is well linked to the geographical question. * Select and compose advanced graphs, e.g. climate graphs and scattergraphs. * Developing statistics, measures of spread and frequency, e.g. quartiles and the inter-quartile range. * Can interpret and analyse advanced graphs. * Can identify limitations in data collection techniques and suggest improvements. * Can draw and understand conceptual diagrams. * Conclusions are accurate and substantiated. * Can explain hypotheses. * Consistent accuracy in the application of SPaG. * Focused response. * Select style adds to the quality and clarity of the response |