**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.
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| **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.
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| **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.
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| **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.
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**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.
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**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
 |