



Geography: KS3 Progress Grid

Assessment Strands

Progress	A01 Knowledge	A02 Understanding and Connecting Ideas	A03 Evaluation and Interpretation	A04 Skills and Fieldwork
9	<ul style="list-style-type: none"> Know 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. Know the human and physical similarities, differences and links between diverse places around the world. Know many specific examples, facts and figures from lessons and their own wider research and can use these as evidence to make arguments convincing. Has an extensive range of geographical vocabulary and use terms appropriately and accurately related to the topic. 	<ul style="list-style-type: none"> Evaluate the complex interactions between social, economic, political and physical processes and can explain how these interactions create distinctive/particular places and environments. Can predict how places and environments change over time by using their understanding of Geography Evaluate how sustainable development can affect their 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"> Can analyse complex geographical patterns over time and space. Can apply concepts and models to analyse geographical contexts and evaluate the limitations of theory. Can evaluate the relative strengths, weaknesses and sustainability of alternative approaches to tackling issues and justify their view about the best approach. Can 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"> Can independently identify precise geographical questions and theory based hypotheses to form an effective enquiry sequence. Can plan, carry out and evaluate fieldwork techniques, making effective use of primary and secondary data. Can interpret and present a wide range of geographical data to develop convincing arguments and reach accurate and substantiated conclusions. Can use a wide range of maps in different formats and at different scales and then visualise what places are like.
8	<ul style="list-style-type: none"> Know the location of a wide range of the world's countries and oceans, including smaller countries and cities. Know the human and physical similarities, differences and links between different places around the world. Know many examples, facts and figures and can use these as evidence to support their arguments. Can use an extensive range of geographical vocabulary and always use the terms confidently and accurately. 	<ul style="list-style-type: none"> Evaluate the interactions between social, economic and physical processes and can explain how these interactions create distinctive places and environments. Evaluate how places and environments change over time by drawing on a deep understanding and knowledge of locations, contexts and scales. Evaluate how sustainable development can affect the planning and management of environments and resources at different scales. 	<ul style="list-style-type: none"> Can analyse geographical patterns over time and space. Can apply concepts and models to analyse geographical contexts and explain some of the problems with theory. Can evaluate the strengths and weaknesses of alternative approaches to tackling geographical issues and justify their view about the best approach. Can explain contrasting views about issues held by a range of different groups of people and stakeholders. 	<ul style="list-style-type: none"> Can independently identify geographical questions and hypotheses to form an effective enquiry sequence. Can plan, carry out and evaluate fieldwork techniques, making use of primary and some secondary data. Can interpret and present a wide range of geographical data to develop logical arguments and reach accurate conclusions consistent with the evidence. Can use a wide range of maps in different formats and at different scales with accuracy.
7	<ul style="list-style-type: none"> Know the location of a range of the world's countries and oceans, including countries and cities across the continents. Know the human and physical similarities and differences between places around the world. Know a range of examples, facts and figures which they can use as evidence to support their arguments. Use a wide range of geographical vocabulary that they can use fully and accurately. 	<ul style="list-style-type: none"> Can explain the interactions between human and physical processes and can explain how these interactions create distinctive places and environments. Can explain how places and environments change by drawing on an understanding and knowledge of locations, contexts and scales. Can explain how sustainable development can affect the planning and management of environments and resources. Know why we should plan and manage the environment and different resources at a local to global scale. 	<ul style="list-style-type: none"> Can analyse geographical patterns at a range of scales. Can apply concepts and models to analyse geographical contexts and identify the differences between theory and the real world. Can identify the strengths and weaknesses of alternative approaches to tackling geographical issues and justify their view about the best approach. Can explain contrasting views about issues held by different groups of people. 	<ul style="list-style-type: none"> Can independently identify geographical questions and start to form hypotheses to form a logical enquiry sequence. Can plan, carry out and evaluate fieldwork techniques, making effective use of a range of data. Can interpret and present a range of geographical data to develop arguments and reach accurate conclusions consistent with the evidence. Can use a range of maps in different formats and at different scales with accuracy.
6	<ul style="list-style-type: none"> Know where many of the world's countries, important cities and oceans are found, including those in Europe, North and South America, Africa and Asia. Know where places are located relative to the northern/southern/eastern and western hemispheres. Know the human and physical features that make places unique. Know relevant examples, facts and figures and can use them effectively to make a clear point. Use a range of geographical vocabulary which they often use in their responses. 	<ul style="list-style-type: none"> Can explain a range of human and physical processes and can explain how these interact to produce the characteristics of places and environments. Can discuss 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"> Can identify and explain geographical patterns at local national and global scales Can explain how concepts and models work and identify the similarities and differences between theory and the real world. Can explain different approaches to managing geographical issues and explain their own view and the attitudes of others about the most effective approach. 	<ul style="list-style-type: none"> Can ask relevant geographical questions and suggest a good sequence of enquiry. Can plan and conduct fieldwork with some support. Can 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 Can interpret Ordnance Survey maps and atlases, including accurate use of latitude and longitude, grid references, scale and relief.
5	<ul style="list-style-type: none"> know the location of many of the world's countries and major oceans, giving specific named examples know if key places are located in the northern/southern/eastern and western hemispheres. know the human and physical features of different places around the world. 	<ul style="list-style-type: none"> Can use a range of human and physical processes and can start to explain how these interact to produce the characteristics of places and environments. Can explain the concept of sustainable development and can explain how human activity causes places and 	<ul style="list-style-type: none"> Can identify and explain geographical patterns at more than one scale Can describe how concepts and models work and identify the similarities and differences between theory and the real world. Can describe different approaches to managing 	<ul style="list-style-type: none"> Can ask relevant questions and suggest a productive sequence of enquiry. Can plan and conduct fieldwork with some support. Can use a range of data and resources to answer research questions and reach conclusions that are

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