

# GEOGRAPHY FRAMEWORK – KS3 and KS4

Progress Grade					Aspects of Achievement in Geography		
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space	Competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information
-	-	-	-	9	Select and communicate accurately detailed knowledge and understanding about locations, environments and concepts, across all scales. They have a comprehensive geographical vocabulary.	Apply thorough knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of familiar and unfamiliar physical and human contexts. Understand thoroughly how a wide range of physical and human processes interact to influence the geographical characteristics of particular places and environments, and their interdependence. Demonstrate how ideas on sustainability affects decision making and the management of environments and resources. They very effectively evaluate the values and attitudes of those involved.	Perceptively select, evaluate and effectively use a wide range of relevant skills, techniques and technologies. They identify very relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present strongly substantiated and appropriate conclusions.
-	-	-	9	8	Select and communicate accurately detailed knowledge and understanding about locations, environments and concepts, across all scales. They have a comprehensive geographical vocabulary.	Apply thorough knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of familiar and unfamiliar physical and human contexts. Understand thoroughly how a wide range of physical and human processes interact to influence the geographical characteristics of particular places and environments, and their interdependence. Demonstrate how ideas on sustainability affects decision making and the management of environments and resources. They very effectively evaluate the values and attitudes of those involved.	Perceptively select, evaluate and effectively use a wide range of relevant skills, techniques and technologies. They identify very relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present strongly substantiated and appropriate conclusions.
		9	8	7	Select and communicate detailed knowledge and thorough understanding of a wide range of locations, environments and concepts at a wide range of scales. They always use terminology accurately and appropriately.	Apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues. They can make perceptive and informed geographical decisions and how these can contribute to future sustainability. They evaluate the values and attitudes of those involved.	Select, evaluate and effectively use a wide range of relevant skills, techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.
	9	8	7	6	Students select and communicate more detailed knowledge and understanding of a number of locations, environments and concepts across different scales. They very often use terminology appropriately.	They apply increasingly wider knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They have deeper understanding of relationships between people and the environment, identifying, explaining and starting to evaluate different problems and issues and making geographical decisions that are supported by good reasons, including sustainable approaches.	They select and use a wider range of skills, and more appropriate techniques and technologies to identify questions and issues to undertake investigations. They start to establish a sequence to investigation. They begin to show greater independence in investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise the limitations of evidence to reach plausible conclusions.

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9	8	7	6	5	Students select and communicate increasing knowledge and understanding of a number of locations, environments and concepts across different scales, including the UK, the wider world and globally significant physical and human features. They often use terminology appropriately.	They apply wider knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They have deeper understanding of relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.	They select and use a wider range of skills, and more appropriate techniques and technologies to identify questions and issues to undertake investigations. They start to establish a sequence to investigation. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise the limitations of evidence to reach plausible conclusions.
8	7	6	5	4	Select and communicate knowledge and understanding of locations, environments and concepts across different scales, including the UK, the wider world and globally significant physical and human features. They often use terminology appropriately.	They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.	They select and use a variety of skills, techniques and technologies to identify questions and issues to undertake investigations. They collect and record evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.
7	6	5	4	3	Students recall, select and communicate increasing knowledge and understanding of a wide range of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.	They apply wider knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They have deeper understanding of relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.	They select and use a wider range of skills, and more appropriate techniques and technologies to identify questions and issues to undertake investigations. They start to establish a sequence to investigation. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise the limitations of evidence to reach plausible conclusions.
6	5	4	3	2	Students recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales, including the UK and wider world and globally significant physical human features. They use geographical terminology appropriately.	They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.	They select and use a variety of skills, techniques and technologies to identify questions and issues to undertake investigations. They collect and record evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.
5	4	3	2	1	Have a more detailed and extensive framework of knowledge of the UK and wider world, including globally significant physical and human features and places in the news.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

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4	3	2	1	-	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, the UK and wider world, and some globally significant physical and human features	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They express their opinions and recognise that others may think differently.
3	2	1	-	-	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and the wider world.	Be able to describe the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Be able to investigate places and environments by asking and answering questions, making observations and securely use sources such as simple maps, atlases, globes, images and aerial photos.
2	1	-	-	-	Have simple locational knowledge of the local area and of some places in the UK and the wider world.	Can describe places and features, identifying some similarities and differences between places.	Be able to investigate places and environments by asking and answering questions, making observations and with some ability to use sources such as simple maps, atlases, globes, images and aerial photos.
1	-	-	-	-	Have simple locational knowledge of their local neighbourhood and local places/features	Can describe places and features using simple vocabulary	Be able to investigate places and environments by asking and answering questions, making observations and is working towards using sources such as simple maps, atlases, globes, images and aerial photos.