



## KS3 Progression Grid - Geography



|          | <b>STRAND 1</b><br>Contextual knowledge of locations and places<br>(20%)                                                                                                                                                                                                                                                                            | <b>STRAND 2</b><br>Understanding of Patterns, Processes and Environmental Change<br>(40%)                                                                                                                                                                                                                                                                                   | <b>STRAND 3</b><br>Competence in Geographical Enquiry<br>(20%)                                                                                                                                          | <b>STRAND 4</b><br>Application of Geographical Skills<br>(20%)                                                                                                                                                                                                                       |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>9</b> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>extend knowledge of places by investigating future change, often learned independently</li></ul>                                                                                                                                                                              | <b>All the below and can...</b> <ul style="list-style-type: none"><li>understand that complex interactions can cause human and physical processes and landforms to change over time</li></ul>                                                                                                                                                                               | <b>All the below and can...</b> <ul style="list-style-type: none"><li>draw selectively on geographical ideas and theories</li><li>complete geographical investigations independently</li></ul>          | <b>All the below and can...</b> <ul style="list-style-type: none"><li>use multiple sources of complex information, including GIS, topographical and thematic mapping to view and analyse places and data</li></ul>                                                                   |
| <b>8</b> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>evaluate how one region has an impact on another, by confidently using different scales including local – national – global</li><li>use specific case study details with accuracy</li></ul>                                                                                   | <b>All the below and can...</b> <ul style="list-style-type: none"><li>can evaluate changes in the characteristics of landforms and societies over time in terms of physical and human processes</li></ul>                                                                                                                                                                   | <b>All the below and can...</b> <ul style="list-style-type: none"><li>can use multiple sources of complex primary and secondary data</li><li>independently sequence enquiries</li></ul>                 | <b>All the below and can ...</b> <ul style="list-style-type: none"><li>use a wide range of map skills, including GIS, topographical and thematic mapping to view and analyse places and data</li></ul>                                                                               |
| <b>7</b> | <b>All the below and can ...</b> <ul style="list-style-type: none"><li>analyse, compare or contrast physical and human features of different regions using detailed case study information</li></ul>                                                                                                                                                | <b>All the below and can...</b> <ul style="list-style-type: none"><li>can analyse patterns across a variety of scales and locations</li><li>make links between patterns observed and concepts and processes studied</li></ul>                                                                                                                                               | <b>All the below and can...</b> <ul style="list-style-type: none"><li>evaluate data</li><li>offer substantiated conclusions</li><li>start to plan their own fieldwork and investigations</li></ul>      | <b>All the below and can...</b> <ul style="list-style-type: none"><li>use a range of map skills, including GIS, topographical and thematic mapping to view places and data</li></ul>                                                                                                 |
| <b>6</b> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>apply knowledge of one place to an unfamiliar source</li><li>explain in detail physical and human features of the regions studied, and how places are linked</li><li>use key vocabulary accurately and with purpose</li><li>name case studies to illustrate answers</li></ul> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>apply knowledge of processes to unfamiliar situations</li><li>explain links between concepts and processes (cause and consequence)</li><li>give detailed and accurate reasons</li></ul>                                                                                                               | <b>All the below and can...</b> <ul style="list-style-type: none"><li>analyse data and fully explain reasons for the results</li><li>use primary and secondary sources gathered independently</li></ul> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>extract patterns from more complex maps, including choropleth, isoline, flow/desire line</li><li>confidently present data in a range of formats</li></ul>                                                      |
| <b>5</b> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>explain clearly physical and human features of the regions studied including their similarities and differences</li><li>use key vocabulary regularly in the correct context</li></ul>                                                                                         | <b>All the below and can...</b> <ul style="list-style-type: none"><li>write a detailed explanation of physical and human processes and patterns</li><li>show a clear understanding of associated issues</li><li>explain the causes and impacts of changes to the environment</li><li>understand how sustainable development is beneficial</li></ul>                         | <b>All the below and can...</b> <ul style="list-style-type: none"><li>start to suggest reasons for results</li><li>suggest other primary and secondary sources</li></ul>                                | <b>All the below and can...</b> <ul style="list-style-type: none"><li>use a range of map features to infer the characteristics of a place</li><li>interpret a climate graph and explain what it tells us about a place</li></ul>                                                     |
| <b>4</b> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>start to explain the physical and human features of regions studied and their environmental characteristics</li><li>use key vocabulary more frequently in the right context</li></ul>                                                                                         | <b>All the below and can...</b> <ul style="list-style-type: none"><li>explain physical and human processes</li><li>give reasons for geographical patterns and changes in the environment</li><li>start to explain impacts of interrelationships between people and the environment</li><li>know how environments can be conserved through sustainable development</li></ul> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>collect a range of appropriate data</li><li>describe data</li><li>use evidence to back up a point</li></ul>                       | <b>All the below and can...</b> <ul style="list-style-type: none"><li>use six-figure grid references</li><li>understand how height is shown on different kinds of maps</li></ul>                                                                                                     |
| <b>3</b> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>describe basic similarities and differences between places</li><li>offer generalised statements relating to the issue and to the location being studied</li></ul>                                                                                                             | <b>All the below and can...</b> <ul style="list-style-type: none"><li>describe physical and human processes, geographical patterns and changes in environments.</li><li>describe interrelationships between people and the environment</li><li>know how people improve, maintain or protect the environment</li><li>have an awareness of sustainable development</li></ul>  | <b>All the below and can...</b> <ul style="list-style-type: none"><li>collect a range of data</li><li>use simple presentation techniques accurately with a title and labels</li></ul>                   | <b>All the below and can...</b> <ul style="list-style-type: none"><li>use charts and graphs to recognise patterns</li><li>use and understand scale, distance and four-figure grid references</li><li>use a wide range of maps including satellite images and thematic maps</li></ul> |
| <b>2</b> | <b>All the below and can...</b> <ul style="list-style-type: none"><li>identify one or two basic similarities and differences about a place</li><li>offer one or two simple but perhaps incorrect statements relating to the issue and to the location being studied</li></ul>                                                                       | <b>All the below and can...</b> <ul style="list-style-type: none"><li>can identify physical and human processes, geographical patterns and changes in environments</li><li>identify interrelationships between people and the environment</li><li>identify how people improve, maintain or protect the environment</li></ul>                                                | <b>All the below and can...</b> <ul style="list-style-type: none"><li>collect data and begin to present information.</li></ul>                                                                          | <b>All the below and can...</b> <ul style="list-style-type: none"><li>create and use appropriate graphs and charts.</li><li>read more complex data from graphs and charts</li></ul>                                                                                                  |
| <b>1</b> | <b>Can ...</b> <ul style="list-style-type: none"><li>make basic observations about places</li><li>attempt to recall information about a place, but may be incorrect or as a list</li></ul>                                                                                                                                                          | <b>Can ...</b> <ul style="list-style-type: none"><li>list simple physical and human processes</li><li>make simple links between people and the environment.</li><li>show awareness that people try to improve, maintain or protect environments using non geographical terms.</li></ul>                                                                                     | <b>Can...</b> <ul style="list-style-type: none"><li>collect data</li><li>attempt to work with data</li></ul>                                                                                            | <b>Can...</b> <ul style="list-style-type: none"><li>read data from graphs and charts</li><li>recognise map symbols</li></ul>                                                                                                                                                         |