

## GEOGRAPHY

Step	<b>Strand 1</b> <b>Locational knowledge</b> World's countries, maps of world, environmental regions, key characteristics, key cities <i>(Equal weighting)</i>	<b>Strand 2</b> <b>Place</b> Similarities, differences and links between places through the study of human and physical geography of a region <i>(Equal weighting)</i>	<b>Strand 3</b> <b>Physical processes</b> Geological timescales, plate tectonics, rocks, weathering and soils, weather and climate, climate change from the Ice Age to the present, glaciation, hydrology, coasts <i>(Equal weighting)</i>	<b>Strand 4</b> <b>Human processes</b> Population and urbanisation, international development, economic activity, the use of natural resources <i>(Equal weighting)</i>	<b>Strand 5</b> <b>Skills and fieldwork</b> Globes, maps (including OS) and atlases in the classroom and in the field, map skills, aerial and satellite photographs, Geographical Information System (GIS), fieldwork in contrasting locations <i>(Equal weighting)</i>
9	All of the below and... <ul style="list-style-type: none"> <li>▪ can offer an outstanding knowledge of the world's countries and major cities, often learned independently.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can evaluate whether the similarities, differences and links between places are typical or atypical.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can understand that complex interactions can cause physical processes and landforms to change over time.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can understand that complex interactions can cause human processes and societies to change over time.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can draw selectively on geographical ideas and theories.</li> <li>▪ can complete geographical investigations independently at different scales.</li> </ul>
8	All of the below and... <ul style="list-style-type: none"> <li>▪ can recall a wide range of specific detail relating to the issue and to the location being studied.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can link human and physical processes and explain how they interact to influence and change landscapes, environments and the climate.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can explain changes in the characteristics of landforms over time in terms of physical processes.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can explain changes in the characteristics of societies over time in terms of human processes.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can use multiple sources of complex primary and secondary data.</li> <li>▪ can independently sequence enquiries.</li> <li>▪ can offer substantiated conclusions based on critical analysis and evaluation of all available evidence.</li> </ul>
7	All of the below and... <ul style="list-style-type: none"> <li>▪ can recall a range of specific detail relating to the issue and to the location being studied.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can relate detailed knowledge, understanding and conceptual ideas to other places, often with specific detail.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can use named examples and place knowledge to explain physical processes with specific detail.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can use named examples and place knowledge to explain human processes with specific detail.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can select and use accurately a wide range of skills.</li> <li>▪ can evaluate sources of evidence, such as from websites.</li> <li>▪ can start to plan their own fieldwork and investigations.</li> </ul>
6	All of the below and... <ul style="list-style-type: none"> <li>▪ can recall specific facts relating to the issue and to the location being studied.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can explain fully how places are linked and can start to relate knowledge, understanding and key ideas to other places.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can explain physical processes in detail using a variety of key words.</li> <li>▪ can explain fully how a variety of landforms have been formed.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can explain human processes in detail using a variety of key words.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can use a wide range of map skills, including GIS, to describe and explain places and geographical patterns, such as migration.</li> <li>▪ can carry out fieldwork accurately using a range of methods/equipment.</li> </ul>
5	All of the below and... <ul style="list-style-type: none"> <li>▪ can recall some detail (at times without facts and figures) relating to the issue and to the location being studied.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can link places together through brief explanations (X links to Y because...).</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ starts to explain physical processes.</li> <li>▪ starts to explain how major landforms have been created, using linked statements.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ starts to explain human processes.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>▪ can use other sources of evidence, such as aerial photos and satellite images, to describe places.</li> <li>▪ can suggest ways of carrying out fieldwork.</li> </ul>

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4	All of the below and... ▪ can recall vague detail (often without facts and figures) relating to the issue and to the location being studied.	All of the below and... ▪ can start to link places together in simple descriptive terms (X links to Y).	All of the below and... ▪ can recognise and describe physical processes, such as erosion. ▪ can start to suggest how major landforms have been created, although detail might be vague.	All of the below and... ▪ can recognise and describe human processes, such as urbanisation, although detail might be vague.	All of the below and... ▪ can use more advanced map skills, such as 6-figure grid references and contours, to describe places. ▪ can carry out a range of fieldwork techniques, such as sketching and making simple maps.
3	All of the below and... ▪ can offer generalised statements relating to the issue and to the location being studied.	All of the below and... ▪ can identify similarities and differences between places.	All of the below and... ▪ can identify the fundamental parts of different landforms and physical processes.	All of the below and... ▪ can identify the fundamental parts of human processes, such as world population trends.	All of the below and... ▪ can use atlases, globes and OS maps to identify human and physical geography. ▪ can use 4-figure grid references accurately. ▪ can describe data and maps.
2	All of the below and... ▪ can offer one or two simple but perhaps incorrect statements relating to the issue and to the location being studied.	All of the below and... ▪ can identify basic similarities and differences within a place.	All of the below and... ▪ can identify a range of landforms. ▪ can identify some physical processes in basic terms (such as air rises and cools).	All of the below and... ▪ can identify some human processes in basic terms, such as people move to cities.	All of the below and... ▪ can use atlases, globes and OS maps to find places. ▪ can carry out simple fieldwork, such as traffic counts. ▪ can pick out trends on graphs.
1	Can... ▪ attempt to recall some information about a place, but is likely to be incorrect or severely lacking in detail.	Can... ▪ recognise and make observations about physical and human features of localities.	Can... ▪ identify a limited range of basic landforms, such as hills, mountains.	Can... ▪ identify a limited range of basic human processes.	Can... ▪ use some simple skills, such as find countries in an atlas. ▪ read simple data from a graph or table.