



	Curriculum strand 1 – Locate like a Geographer	Curriculum strand 2 – Think like a Geographer	Curriculum strand 3 – Act like a Geographer
<p><b>Excellence</b></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Recognise the physical and human features of places in a range of locations.</li> <li>- Identify and locate all of the home countries, capital cities and surrounding seas accurately as well as accurately identify and locate a range of countries in Europe, Asia and Africa.</li> <li>- Use sixteen-point compass directions when describing the location of features on a map.</li> <li>- Use number / letter grid references independently to specify positions on maps when using Atlas.</li> <li>- Name and locate large scale features (continents and oceans) on world maps and atlases and globes.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the physical and human features of places in a range of locations.</li> <li>- Explain how geographical processes produce the different features of places.</li> <li>- Explain and compare sustainable and other approaches to managing environments.</li> <li>- Identify geographical processes at a range of scales.</li> <li>- Recognise conflicts that arise between different stakeholders and how these can be managed.</li> <li>- Begin to assess causes and effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest appropriate routes to enquiry.</li> <li>- Select a range of skills and sources of evidence (maps, graphs, diagrams) and use them effectively.</li> <li>- Analyse data and explain anomalies using data manipulation to support answer.</li> <li>- Present your findings in a clear way using appropriate methods and vocabulary and reach conclusions.</li> <li>- Use the scale bar on a map to measure winding distances.</li> <li>- Use symbols and keys on maps to identify features and describe places.</li> <li>- Use the sixteen points of a compass.</li> <li>- Use six-figure grid references.</li> <li>- Draw graphs using a ruler with suitable scales and accuracy.</li> <li>- Complete, read &amp; interpret geographical information presented in tables</li> <li>- Interpret and construct pie charts and/or line graphs.</li> </ul>
<p><b>Secure</b></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Refer to both physical and human features when describing the location of places.</li> <li>- Identify and locate most of the home countries, capital cities and surrounding seas accurately as well as identify and locate a range of countries in Europe, Asia, and Africa.</li> <li>- Use eight-point compass directions when describing the location of features on a map.</li> <li>- Use number / letter grid references to specify position on maps when using Atlas.</li> <li>- Name and locate large scale features (continents and oceans).</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the physical and human features of places in a range of locations.</li> <li>- Describe how geographical processes produce the different features of places.</li> <li>- Understand some ways that human activities cause environments to change.</li> <li>- Recognise conflicts that arise between different stakeholders.</li> <li>- Use and define appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest appropriate questions for an investigation in the local area.</li> <li>- Select a range of appropriate ways of presenting and gathering data/information.</li> <li>- Analyse data and identify anomalies. To use data manipulation.</li> <li>- Suggest possible conclusions.</li> <li>- Use four figure grid references to specify position on maps of different scales including Ordnance Survey maps.</li> <li>- Use a scale bar to draw and measure straight line distances on a map.</li> <li>- Use the contents and index pages of atlases to find places.</li> </ul>

## Year 7: Assessment statements

## Subject: Geography



<p><b>Developing</b></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Recognise the physical and human features of places.</li> <li>- Identify and locate some of the home countries, capital cities and surrounding seas as well as identify and locate a range of countries in Europe, Asia, and Africa with support.</li> <li>- Use simple language to describe the location of a place on a map and use simple compass directions (N, S, E &amp; W) and locational and directional language (e.g., near &amp; far, left &amp; right).</li> </ul>	<ul style="list-style-type: none"> <li>- Describe human and physical geographical features using subject specific vocabulary.</li> <li>- Recognise the importance of where places are in the world.</li> <li>- Recognise that physical and human processes can change places and people.</li> <li>- Offer reasons for your own views about environmental change.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to plan an investigation of a local area with guidance.</li> <li>- Can read 4 figure grid references with some accuracy.</li> <li>- Use a scale bar to draw and measure straight line distances on a map.</li> <li>- Describe trends in geographical data by using simple terms such as highest, lowest, wettest, driest, more than and less than.</li> <li>- Use appropriate vocabulary.</li> </ul>
<p><b>Foundation</b></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>- Use simple language to describe the position of a place on a map e.g., above, below, right, left.</li> <li>- Identify land and sea on world maps and refer to distance using words such as near and far.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe a place using simple geographical vocabulary.</li> <li>- State simple geographical processes.</li> <li>- State some similarities and differences between places.</li> <li>- Identify some links between people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>- Give some reasons for your observations of the local area and for your views about places and environments.</li> <li>- Identify basic trends in geographical data by using simple terms such as highest, lowest, wettest, driest, more than and less than.</li> </ul>