

GEOGRAPHY

	STRAND 1 Contextual knowledge of locations and places (20%)	STRAND 2 Understanding of Patterns, Processes and Environmental Change (40%)	STRAND 3 Competence in Geographical Enquiry (20%)	STRAND 4 Application of Geographical Skills (20%)
9	All the steps below, and I can also... • find out independently how places may change in the future and use this to extend my knowledge.	All the steps below, and I can also... • explain how complex links between people and the natural world can cause processes and landforms to change over time.	All the steps below, and I can also... • choose and use relevant geographical ideas and theories. • plan and complete a geographical investigation independently.	All the steps below, and I can also... • combine and analyse several complex sources, including GIS, topographical maps and thematic maps, to understand places and data.
8	All the steps below, and I can also... • evaluate how one region affects another at local, national and global scales. • use accurate, specific details from case studies.	All the steps below, and I can also... • evaluate how physical processes and human processes change landforms and societies over time.	All the steps below, and I can also... • use several complex sources of primary and secondary data. • organise the stages of an enquiry independently.	All the steps below, and I can also... • confidently use a wide range of map skills, including GIS, topographical maps and thematic maps, to analyse places and data.
7	All the steps below, and I can also... • analyse, compare and contrast the physical and human features of different regions, using detailed case-study evidence.	All the steps below, and I can also... • analyse geographical patterns at different scales and in different locations. • link the patterns I notice to the geographical concepts and processes I have studied.	All the steps below, and I can also... • evaluate data and give conclusions that are supported by evidence. • begin to plan my own fieldwork and investigations.	All the steps below, and I can also... • use a range of map skills, including GIS, topographical maps and thematic maps, to study places and data.
6	All the steps below, and I can also... • use what I know about one place to understand an unfamiliar source. • explain in detail the physical and human features of the regions I have studied and how places are linked. • use key geographical vocabulary accurately and name case studies to support my answers.	All the steps below, and I can also... • use my knowledge of geographical processes in an unfamiliar situation. explain links between concepts and processes, including causes and consequences, and give detailed, accurate reasons.	All the steps below, and I can also... • analyse data and fully explain the reasons for the results. • independently use primary and secondary sources.	All the steps below, and I can also... • identify patterns in more complex maps, including choropleth, isoline and desire-line maps. • present data confidently in a range of suitable formats.
5	All the steps below, and I can also... • clearly explain the physical and human features of the regions I have studied, including their similarities and differences. • regularly use key geographical vocabulary in the correct context.	All the steps below, and I can also... • explain physical and human processes and patterns in detail, including the issues linked to them. • explain the causes and impacts of environmental change and why sustainable development is helpful.	All the steps below, and I can also... • suggest reasons for results. • suggest other useful primary and secondary sources.	All the steps below, and I can also... • use different map features to work out the characteristics of a place. • interpret a climate graph and explain what it shows about a place.
4	All the steps below, and I can also... • begin to explain the physical and human features of the regions I have studied, including their environmental characteristics. • use key geographical vocabulary more often and in the correct context.	All the steps below, and I can also... • explain physical and human processes and give reasons for geographical patterns and environmental change. • begin to explain how people and the environment affect each other, and how sustainable development can help conserve environments.	All the steps below, and I can also... • collect a suitable range of data. • describe the data and use evidence to support a point.	All the steps below, and I can also... • use six-figure grid references. • understand how height is shown on different types of map.
3	All the steps below, and I can also... • describe some similarities and differences between places. • make general points about the issue and the place I am studying.	All the steps below, and I can also... • describe physical and human processes, geographical patterns and changes in environments. • describe how people and the environment affect each other and how people can improve, maintain or protect environments. • understand the basic idea of sustainable development.	All the steps below, and I can also... • collect different types of data. • present data accurately using simple methods, with a clear title and labels.	All the steps below, and I can also... • use charts and graphs to recognise patterns. • use and understand scale, distance and grid references. • use a wide range of maps, including satellite images.
2	All the steps below, and I can also... • identify one or two simple similarities and differences between places. make one or two simple points about the issue and the place I am studying, although they may not always be accurate.	All the steps below, and I can also... • identify physical and human processes, geographical patterns and environmental changes. • identify some ways in which people and the environment affect each other. • identify ways people improve, maintain or protect environments.	All the steps below, and I can also... • collect data. • begin to present information.	All the steps below, and I can also... • create and use suitable graphs and charts. • read more complex information from graphs and charts.
1	I can... • make simple observations about places. • remember and record some information about a place, although some points may be inaccurate or written as a list.	I can... • list simple physical and human processes. • identify simple links between people and the environment. • say that people may try to improve, maintain or protect environments, even if I do not yet use geographical vocabulary.	I can... • collect data. • make a start at using the data.	I can... • read information from graphs and charts. • recognise map symbols.