

## Year 7 Geography Progress Criteria 2015

	Emerging	Expected	Exceeding	Excellence
<b>Contextual World knowledge</b>	Begun to develop framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features	Have a more detailed and extensive framework of knowledge of the world including globally significant physical and human features and places in the news.	Have a detailed and extensive framework of knowledge of the world including globally significant physical and human features and places in the news	Have extensive knowledge relating to a wide range of places, environments and features at a variety of an appropriate spatial scale, extending from local to global.
<b>Locations/features covered</b>	<ul style="list-style-type: none"> <li>• Kenya: settlements, rural-urban migration, urbanisation</li> <li>• Patterns of crime: UK (national)</li> <li>• Rivers, river processes and flooding (various examples nationally and globally)</li> <li>• Causes of global warming with local, national and global examples)</li> </ul>			
<b>Understanding</b>	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.	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.	Understand in detail what a variety 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.	Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.
State/knowledge	Recall a range of Geographical facts about places, environments, concepts and locations at 2 or more scales.	Recall of a wider range of geographical facts about places, environments, concepts and locations at 2 or more scales. Key terms and definitions starting to be used.	Recall numerous Geographical facts about places, environments, concepts and locations at a range of scales. Key terms and definitions used to good effect.	Facts and Geographical knowledge about places, environments, concepts and locations at a range of scales are recalled and used confidently and accurately. Key terms and definitions used to good effect.
Describe/comprehension	Briefly describe processes, patterns, features, methods, events etc.	Describe processes, patterns, features, methods, events etc. with some clarity.	Describe processes, patterns, features, methods, events etc. with some accuracy.	Describe in detail processes, patterns, features, methods, events etc.
Explain/application	Stating 1-2 brief reasons for changes, events, causes etc. Basic application of knowledge.	Giving a wider range of reasons for changes, events, causes etc. Starting to apply knowledge accurately.	Giving accurate reasons for changes, events, causes, effects etc. A good level of accuracy in applying knowledge.	Detailed and accurate explanations given for changes, events, causes and effects etc. Detailed and accurate application of knowledge
<b>Geographical enquiry</b>	Be able to investigate places and environments by asking and responding to geographical	Be able to carry out investigations using a range of geographical questions, skills and sources of	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety	Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make

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	questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	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.	of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view	judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.
Analyse/interpretation	Brief descriptions and very basic reasons are given for changes, events, processes, photos, maps etc.	Descriptions are clearer with basic reasons given for changes, events, processes, photos, maps etc. Describe processes, patterns, features, methods, events etc. with some clarity. A basic conclusion may be offered.	Descriptions are more accurate with relevant reasons given. Attempts to analyse with basic data manipulation. A valid conclusion is evident.	Detailed, accurate descriptions and sound use of data and sources with relevant and detailed explanations. Links made. Valid conclusion given.
Evaluation	A brief critical statement may be evident.	Some basic criticism of the relevance of certain sources or information. Some recognition of bias in data or sources.	Criticism evident of some sources and data. Bias is recognised and made a point of in evaluations.	Critical of a range of sources and data used to evaluate. Bias recognised and evaluated in detail.
<b>Skills</b>				
Maps/Atlas skills	Label places, on a pre-located base map using a printed map or atlas (digital or book form). Giving directions using 4 points of the compass. Giving heights using spot heights and basic colour shaded maps. Giving co-ordinates to locate a place.	Locate seas, oceans, continents, lines of longitude and latitude and major UK cities on a base map with some accuracy using a printed map or atlas (digital or book form). Give directions using 4 points of the compass. Giving heights using spot heights and colour shaded maps. Giving 4-Figure grid references to locate a feature or place.	Mark and locate places, seas, oceans, continents, lines of longitude and latitude, major UK cities and most European countries on a base map with accuracy using a printed map or atlas (digital or book form). Giving directions using 8 points of the compass. Giving heights using spot heights, trig points, simple contours and colour shading. Giving 6 figure grid references to locate a place or feature.	Mark and locate places, seas, oceans, continents, lines of longitude and latitude, UK cities, all European countries on a base map with pinpoint accuracy using a printed map or atlas (digital or book form). Giving directions using 8 points of the compass. Giving heights using spot heights, trig points, simple contours and colour shading. Giving 6 figure grid references to locate a place or feature.
Interpretation	Statements made using photographs and diagrams.	Basic descriptions and interpretation using photographs and diagrams.	Descriptions and interpretation are more accurate using photographs and diagrams.	Descriptions and interpretation are more accurate using photographs and diagrams.
Numeracy	Basic graphs are drawn with some accuracy e.g. bar charts.	Bar and line graphs drawn with some accuracy. Titles and axes labels evident. Statistics: use of the mean.	Bar, line graphs, mathematical cross-sections, choropleth maps and pie charts hand drawn and computer generated with accuracy. Titles, axes labels and keys evident. Statistics: use of mean, mode and median.	Bar and line graphs, numerical cross-sections pie charts, choropleth maps all accurately hand drawn and computer generated. Titles, axes labels and keys accurate and relevant. Statistics: use of mean, mode, median, ranking.