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| **Geography**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Contextual knowledge of locations and places** | **I can:**  describe some links between physical and human geography  describe the characteristics of different places around the world | **I can:**  recall very basic information about physical and human regions studied and their specific environmental characteristics  recognise that on the wider scale, places have different regions, and make basic comparisons | **I can:**  recall basic information about physical and human environments, with basic comments about specific locations | **I can:**  recall information about physical and human environments, with valid comments about specific locations | **I can:**  describe a wider variety of information about physical and human environments using case study detail |
| **Understanding of Patterns, Processes and Environmental Change** | **I can:**  Identify the links between physical and human processes and physical and human environments  identify how the use and management of environments can have negative effects | **I can:**  suggest reasons for why places change with comments about physical and human processes  describe the relationship between physical and human environments and people, and why sustainable management is needed | **I can:**  recognise and begin to explain multiple reasons why places change because of physical and human processes  describe how people have different values and attitudes to the changes of physical and human environments | **I can:**  explain multiple reasons why places and environments change using specific case studies  explain different sequences of events with comments about a greater number of physical and human processes  explain how the different views of people have different effects on how environments are used and managed | **I can:**  accurately explain and show the relationships between different sequences of events and processes  explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas |
| **Competence in Geographical Enquiry** | **I can**  develop my own geographical questions, describe my methods of collecting data, make some valid conclusions and suggest some valid evaluative comment | **I can:**  conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a number of simplistic techniques e.g. multiple line graphs  make some decisions from the outcomes of my data, using some key terminology | **I can:**  conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a wider range of simplistic techniques  describe in detail the outcomes of my enquiry, using a range of key terminology accurately | **I can:**  conduct a geographical enquiry, collecting appropriate data from primary and secondary sources  make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry | **I can:**  conduct a geographical enquiry, identifying key questions or hypotheses to support  suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support my enquiry  collate and present my data using a wide range of techniques including some sophisticated techniques. I can explain my findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry |
| **Application of Geographical Skills** | **I begin:**  to use 6 figure grid references and describe geographical patterns on maps  draw a wider range of graphical techniques, including frequency diagrams | **I can:**  use numerical and statistical skills to describe and compare geographical data | I **can:**  recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for the trends  use statistical and numerical skills with more accuracy and begin to use wider statistical techniques e.g. percentage increase or decrease when explaining data | **I can:**  use a range of graphical skills and interpret different types of photographs from a range of different landscapes  link photographic evidence to OS maps using grid references. I can use more sophisticated statistical skills e.g. percentage change or cumulative frequency | **I can:**  use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale  draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values |
| **Geography**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Contextual knowledge of locations and places** | **I can:**  recall very basic information about physical and human regions studied and their specific environmental characteristics  recognise that on the wider scale, places have different regions, and make basic comparisons | **I can:**  recall basic information about physical and human environments, with basic comments about specific locations | **I can:**  recall information about physical and human environments, with valid comments about specific locations | **I can:**  describe a wider variety of information about physical and human environments using case study detail | **I can:**  Describe detailed information about physical and human environments studied, including appropriate case study detail and location |
| **Understanding of Patterns, Processes and Environmental Change** | **I can:**  suggest reasons for why places change with comments about physical and human processes  describe the relationship between physical and human environments and people, and why sustainable management is needed | **I can:**  recognise and begin to explain multiple reasons why places change because of physical and human processes  describe how people have different values and attitudes to the changes of physical and human environments | **I can:**  explain multiple reasons why places and environments change using specific case studies  explain different sequences of events with comments about a greater number of physical and human processes  explain how the different views of people have different effects on how environments are used and managed | **I can:**  accurately explain and show the relationships between different sequences of events and processes  explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas | **I can:**  Accurately explain a range of geographical processes and start to apply this to unfamiliar contexts  Accurately choose a case study or example, and link it to my studies. I can explain why sustainable development is important, and that opinions, including my own, will vary depending on the stakeholders involved |
| **Competence in Geographical Enquiry** | **I can:**  conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a number of simplistic techniques e.g. multiple line graphs  make some decisions from the outcomes of my data, using some key terminology | **I can:**  conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a wider range of simplistic techniques  describe in detail the outcomes of my enquiry, using a range of key terminology accurately | **I can:**  conduct a geographical enquiry, collecting appropriate data from primary and secondary sources  make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry | **I can:**  conduct a geographical enquiry, identifying key questions or hypotheses to support  suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support my enquiry  collate and present my data using a wide range of techniques including some sophisticated techniques. I can explain my findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry | **I can:**  Conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for my enquiry  Collect primary and secondary data, and collate and present my findings using a range of sophisticated techniques e.g. located graphs (bar graphs and pie charts). I can begin to analyse data, interpret my results and link the evidence to a relevant geographical theory  Evaluate the process of enquiry and make some suggestions for improving the limitations, reliability and validity of my conclusions |
| **Application of Geographical Skills** | **I can:**  use numerical and statistical skills to describe and compare geographical data | **I can:**  recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for the trends  use statistical and numerical skills with more accuracy and begin to use wider statistical techniques e.g. percentage increase or decrease when explaining data | **I can:**  use a range of graphical skills and interpret different types of photographs from a range of different landscapes  link photographic evidence to OS maps using grid references. I can use more sophisticated statistical skills e.g. percentage change or cumulative frequency | **I can:**  use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale  draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values | **I can:**  Accurately identify and describe patterns of human and physical features on maps. I can draw and interpret a variety of graphs and mapping techniques e.g. choropleth, and begin to analyse the patterns using a range of statistical skills |

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| **Geography**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Contextual knowledge of locations and places** | **I can:**  recall very basic information about physical and human regions studied and their specific environmental characteristics  recognise that on the wider scale, places have different regions, and make basic comparisons | **I can:**  recall basic information about physical and human environments, with basic comments about specific locations | **I can:**  recall information about physical and human environments, with valid comments about specific locations | **I can:**  describe a wider variety of information about physical and human environments using case study detail | **I can:**  describe detailed information about physical and human environments studied, including a range of appropriate case study detail |
| **Understanding of Patterns, Processes and Environmental Change** | **I can:**  suggest reasons for why places change with comments about physical and human processes  describe the relationship between physical and human environments and people, and why sustainable management is needed | **I can:**  recognise and begin to explain multiple reasons why places change because of physical and human processes  describe how people have different values and attitudes to the changes of physical and human environments | **I can:**  explain multiple reasons why places and environments change using specific case studies  explain different sequences of events with comments about a greater number of physical and human processes  explain how the different views of people have different effects on how environments are used and managed | **I can:**  accurately explain and show the relationships between different sequences of events and processes  explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas | **I can:**  accurately explain a wide range of geographical processes and apply these to unfamiliar contexts  use the characteristics of a chosen case study or example accurately, and link it to physical and human geography  explain in detail why sustainable development is important, and that opinions, including my own, will vary depending on the stakeholders involved |
| **Competence in Geographical Enquiry** | **I can:**  conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a number of simplistic techniques e.g. multiple line graphs  make some decisions from the outcomes of my data, using some key terminology | **I can**:  conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a wider range of simplistic techniques  describe in detail the outcomes of my enquiry, using a range of key terminology accurately | **I can:**  conduct a geographical enquiry, collecting appropriate data from primary and secondary sources  make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry | **I can:**  conduct a geographical enquiry, identifying key questions or hypotheses to support  suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support my enquiry  collate and present my data using a wide range of techniques including some sophisticated techniques. I can explain my findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry | **I can:**  conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for my enquiry  collect primary and secondary data, collate and present my findings using a wider range of sophisticated techniques e.g. located graphs (bar graphs and pie charts)  analyse data, give a more detailed interpretation of the results and link the evidence to relevant geographical theory with more accuracy  accurately evaluate the process of enquiry and make a number of suggestions for improving the limitations, reliability and validity of the conclusions |
| **Application of Geographical Skills** | **I can:**  use numerical and statistical skills to describe and compare geographical data | **I can:**  recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for the trends  use statistical and numerical skills with more accuracy and begin to use wider statistical techniques e.g. percentage increase or decrease when explaining data | **I can:**  use a range of graphical skills and interpret different types of photographs from a range of different landscapes  link photographic evidence to OS maps using grid references. I can use more sophisticated statistical skills e.g. percentage change or cumulative frequency | **I can:**  use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale  draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values | **I can:**  precisely identify and describe patterns of human and physical features on maps  draw a variety of graphs and interpret different mapping techniques e.g. choropleth, and analyse the patterns using a range of statistical skills |