

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

Year 7: Assessment statements

Subject: Geography



<p>Securing</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"> - Recognise the physical and human features of places. - 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. - Use simple language to describe the location of a place on a map and use simple compass directions (N, S, E & W) and locational and directional language (e.g., near & far, left & right). 	<ul style="list-style-type: none"> - Describe human and physical geographical features using subject specific vocabulary. - Recognise the importance of where places are in the world. - Recognise that physical and human processes can change places and people. - Offer reasons for your own views about environmental change. 	<ul style="list-style-type: none"> - Begin to plan an investigation of a local area with guidance. - Can read 4 figure grid references with some accuracy. - Use a scale bar to draw and measure straight line distances on a map. - Describe trends in geographical data by using simple terms such as highest, lowest, wettest, driest, more than and less than. - Use appropriate vocabulary.
<p>Foundation</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"> - Use simple language to describe the position of a place on a map e.g., above, below, right, left. - Identify land and sea on world maps and refer to distance using words such as near and far. 	<ul style="list-style-type: none"> - Describe a place using simple geographical vocabulary. - State simple geographical processes. - State some similarities and differences between places. - Identify some links between people and environments. 	<ul style="list-style-type: none"> - Give some reasons for your observations of the local area and for your views about places and environments. - Identify basic trends in geographical data by using simple terms such as highest, lowest, wettest, driest, more than and less than.