

GEOGRAPHY

Year	Subject	AP	Band A	Band B	Band C
7	Geography	AP1	<p>Students can:</p> <ul style="list-style-type: none"> Started to have a range of locational knowledge including knowledge of places in the local area and wider world. Started to show knowledge of some globally significant physical and human features Start investigating places beyond their surrounding and start to be able make links between people and environments They become more adept at comparing places and understand some reasons for similarities and differences 	<p>Students can:</p> <ul style="list-style-type: none"> Developing a wider understanding and locational knowledge about individual places and environments, especially the local area but also the wider world (confidently can pinpoint continents and oceans) Show understanding by describing the places and features they study and begin to suggest simple reasons for observations Understand in some detail what a number of places are like and how and why they are similar and different Can draw upon knowledge of changes that take place in human and physical environments Use 4 and 6 figure grid references on OS maps more accurately, however 6 figure grid references are not always consistent Start to use scale to calculate the distance between places accurately 	<p>Students can:</p> <ul style="list-style-type: none"> Develop an understanding and locational knowledge about places and environments in the local area Begin to show some understanding by describing places and features (getting confident with continents and can describe locations) Demonstrate an awareness of human and physical processes and patterns- describe how places change and starting to suggest links between people and their environments Use 4 figure grid references on OS maps Recognise OS map symbols Understand what a scale is but not always able to measure distance between places accurately Respond to enquiry questions with support- capable of making descriptive observations and use sources

			<ul style="list-style-type: none"> ● Use a range of maps to locate places and describe human and physical features. ● Use OS map skills e.g. 4 or 6 figure grid references, relief, calculating distance, describing routes. ● Respond enquiry questions with independence and use key terms confidently ● Can start to express and justify opinions 	<ul style="list-style-type: none"> ● Start to respond to geographical questions and ask questions to support their geographical understanding. Able to use sources of information (variety of maps, graphs and images) to support their point of view ● Start to make reference to specialised concepts to develop evaluations- may lack accuracy. 	
7	Geography	AP2	<p>Students can:</p> <ul style="list-style-type: none"> ● Develop accurate and secure locational knowledge about individual places and environments, including physical and human characteristics ● Can confidently define and use geographical terms in written tasks 	<p>Students can:</p> <ul style="list-style-type: none"> ● Develop an accurate locational knowledge about individual places and environments, including physical and human characteristics ● Develop good knowledge of terms source, mouth, tributary and use these keywords more confidently in written answers ● Show good understanding of geographical processes that create river landforms such as weathering 	<p>Students can:</p> <ul style="list-style-type: none"> ● Develop their locational knowledge and understanding about different environments in their local area ● Can identify simple geographical terms on maps/graphs (source and mouth of the river/ rainfall, temperature on climate graph) and start using these keywords in extended writing activities ● Shows simple understanding of geographical processes that create

		<ul style="list-style-type: none"> ● Show more detailed understanding of geographical processes that create river landforms such as weathering and erosion. Can describe the 4 erosion processes and how they change the river load ● Can explain where transportation and deposition is taking place ● Use maps to locate places and river landforms accurately. ● Start to respond more independently to geographical questions and ask questions to support their geographical understanding ● Interpret climate graph and explain weather patterns and climate of the UK 	<p>and erosion. Can describe the 4 erosion processes confidently</p> <ul style="list-style-type: none"> ● Show some understanding of river transportation and deposition ● Use maps to locate places and river landforms more accurately. ● Respond to geographical questions and ask questions to support their geographical understanding ● Show more confidence in geographical skills such as creating/ analysing different types of graphs ● Understand how different geographical phenomena can affect our lives 	<p>river landforms such as weathering and erosion</p> <ul style="list-style-type: none"> ● Begin to identify some similarities and differences and simple patterns ● Respond to enquiry questions with support and start using sources/evidence ● Able to interpret climate graphs and start describing weather patterns ● Show some understanding of how geographical phenomena such as rivers/weather can affect our daily lives
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8	Geography	AP1	<p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate a detailed knowledge of a variety of places and environments. • Demonstrate detailed understanding of human and physical processes. • Explain in various ways which places are linked and the impacts they have on people and the environment. • Make judgments and draw conclusions about geographical issues and problems. • Demonstrate a detailed understanding of issues such as desertification and 	<p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate clear knowledge of places and specific features of environments. • Show increasing understanding of how processes can change places, features and environments in different ways. • Demonstrate clear understanding of human and physical conditions and processes. • Demonstrate understanding of issues such as desertification/population increase and show understanding of the impacts on people and the environment. • Evaluate strategies to reduce desertification or population growth. • Use a range of data to construct graphs and interpret these (climate graph, population pyramid). 	<p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate some knowledge of places including physical and human features. • Show some understanding of how and why they are similar or different and why they are changing. • Demonstrate some understanding of human and physical processes. • Demonstrate some understanding of issues such as desertification/population increase and show understanding of the impacts on people and the environment. • Show some understanding of strategies to reduce desertification or strategies on how to reduce population growth. • With support, use a range of data to construct graphs and interpret these (climate graph, population pyramid).

			<p>sustainability and have a secure understanding of the impacts on people and the environment.</p> <ul style="list-style-type: none"> ● Evaluate strategies to reduce desertification or population growth, beginning to consider sustainability. ● Begin to make connections to wider geographical study. ● Independently use a range of data to construct graphs and interpret these (climate graph, population pyramid) with reference to evidence. ● Use a wide range of geographical words appropriately. 	<ul style="list-style-type: none"> ● Communicate opinions in a way that is appropriate to the audience with credible justification. ● Use geographical words with reasonable accuracy. 	<ul style="list-style-type: none"> ● Communicate opinions in a way appropriate to the audience. ● Use simple geographical vocabulary.
8	Geography	AP2	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate detailed knowledge and understanding of the 	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate accurate and appropriate knowledge and understanding of the 	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate some relevant knowledge and understanding using geographical

			<p>topic, using keywords accurately to show understanding</p> <ul style="list-style-type: none"> ● Can give a detailed description to explain what happens during a volcanic eruption ● Can explain why natural hazards happen along plate boundaries ● Can construct an argument and form a conclusion drawing on knowledge ● Demonstrate broader understanding of physical and human conditions and processes which lead to the development of and change in a number of geographical systems ● Demonstrate deeper geographical understanding of concepts and use of skills to a higher standard 	<p>topic using keywords frequently in written tasks</p> <ul style="list-style-type: none"> ● Can give an accurate description to describe what happens during a volcanic eruption ● Begin to explain why natural hazards happen where they do ● Use some evidence to justify opinion ● Demonstrate a deeper understanding of processes that lead to geographical change ● Identify some of the glacial/coastal landforms accurately on an OS map ● Select and interpret data, beginning to make connections between different geographical phenomena they studied 	<p>terminology, using prompts and scaffolding when needed</p> <ul style="list-style-type: none"> ● Can give some detail to describe what happens during a volcanic eruption or complete a diagram to show a formation of a geographical process ● Can suggest a few basic reasons why people live near natural hazards and begin to start explain reasons ● With support justify own opinions ● Demonstrate some basic understanding of physical processes such glacial processes ● Identify some glacial/coastal landforms on OS maps with prompts ● Becoming more confident in the use of geographical skills
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9	Geography	AP1	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate an extensive and accurate factual geographical and locational knowledge directed to South America and Brazil. ● Demonstrate broader and deeper understanding of processes that lead to change. ● Demonstrate understanding of the impact of processes on people and the environment. ● Demonstrate detailed physical geography knowledge of tropical ecosystems of the Amazon, rural areas of Brazil's interior and the structure of the rainforest. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate a broad geographical knowledge to a variety of places, environments and features. Can confidently describe characteristics of different levels of development. ● Demonstrate a deep understanding of processes that lead to geographical change. ● Show understanding of the impact of processes on people and the environment. ● Shows some knowledge of ecosystems such as rainforest. ● Can explain the importance of tropical rainforests. ● Select and interpret data, beginning to make connections. ● Can explain why development occurs at different rates and times. ● Shows understanding of sustainability. ● Ask appropriate questions to explore their understanding and investigation of topics. ● Identify some of the disparities globally through choropleth and 	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate a range of knowledge relating to a number of places, environments and features. Recognise LIDC, AC and EDC countries and what are their main characteristics. ● Can describe how inequality exists in simple terms. ● Explain ways in which places are linked and the impacts they have on people and environments. ● Shows some basic knowledge and understanding of tropical rainforests. ● Occasionally ask questions to explore their understanding and investigation of topics. ● With guidance, select and interpret data. ● Use geographical terminology with reasonable accuracy.

			<ul style="list-style-type: none"> ● Demonstrate detailed human geography knowledge of the drivers of economic and social development, intricate understanding of aid and trade, pushing development to an AC. ● Compare choropleth and population density maps to identify disparities in extremities as well as population pyramids. ● Frequently ask appropriate questions to explore their understanding and investigation into topics. ● Use a wide range of geographical vocabulary confidently. 	<p>population density maps and population pyramids.</p> <ul style="list-style-type: none"> ● Use a broad range of geographical vocabulary appropriately. 	
9	Geography	AP2	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate an extensive and accurate 	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate a broader and deeper factual geographical knowledge to a 	<p>Students can:</p>

			<p>geographical knowledge and profound understanding to a wide range of places and features</p> <ul style="list-style-type: none"> ● Demonstrate broader and deeper understanding of physical and human conditions and processes which lead to the development of and change in a number of geographical systems ● Demonstrate an extensive geographical understanding of concepts and understand the interaction and interconnection of the Earth's sphere ● Use range of skills to analyse and evaluate geographical information 	<p>broad range of places/environments and features</p> <ul style="list-style-type: none"> ● Demonstrate a deeper understanding of physical and human conditions and processes which lead to the development of and change in a number of geographical systems ● Demonstrate detailed geographical understanding of concepts and use a range geographical vocabulary ● Develop an extended written argument with evidence and come to a final judgement ● Shows a more secure understanding of the impact of processes on people and the environment and investigate controversial issues ● Select evidence and a wide range of data, making connections between these and can form valid generalisations 	<ul style="list-style-type: none"> ● Demonstrate a broader geographical knowledge to a variety of places, environments and features ● Demonstrate good understanding of concepts and use geographical vocabulary appropriately ● Show understanding of the impact of processes on people and the environment and start investigating the importance of controversial issues such as climate change ● They make connections between different geographical places/phenomena/topics they have studied ● Start to develop some arguments with evidence and come to a conclusion ● Use geographical skills more confidently
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