

	AO1 knowledge	AO2 Understanding	AO3 Skills
Working towards the year 7	I can: <ul style="list-style-type: none"> - identify a selection of human and physical features of a place. - suggest why some characteristics are located where they are. 	I can: <ul style="list-style-type: none"> - select some reasons for places being the way that they are. - identify changes in environments. - state how humans are damaging environments. 	I can: <ul style="list-style-type: none"> - follow instructions to investigate a geographical question. - identify some key features on a map. - pick out key points from simple maps and photographs. - make points to state my own views
Working towards +	I can: <ul style="list-style-type: none"> - describe key physical and human features of the UK. - identify human and physical characteristics within other places studied. - try to explain why some features are located where they are. 	I can: <ul style="list-style-type: none"> - suggest some reasons for places being as they are. - describe changes in human and physical environments. - describe how humans can improve and destroy the environment. 	I can: <ul style="list-style-type: none"> - investigate the answers to some geographical questions. - identify key features on a map. - make observations using simple maps, atlases and photographs. - recognise that people have different views. - write clearly using simple geographical vocabulary.
Meeting the year 7 standard.	I can: <ul style="list-style-type: none"> - describe a range of places around the world (local, national and global). - describe physical and human features of places. 	I can: <ul style="list-style-type: none"> - identify patterns between the human and physical characteristics of a place. - describe how places have changed/are changing. - describe the environmental impacts of places changing. - explain how changes to places can affect the people who live there. - compare places and understand some reasons for key similarities and differences. 	I can: <ul style="list-style-type: none"> - investigate places, environments and issues by asking and responding to geographical questions. - interpret a range of maps and graphs. - express my opinion on an issue and recognise that others may think differently. - use primary and secondary data. - use subject specific key words and full sentences to communicate my findings both orally and in a written format. - Write organised paragraphs that use simple connectives to help me explain my points.
Above the year 7 standard.	I can: <ul style="list-style-type: none"> - describe a range of places around the world (local, national and global) - describe a range of physical and human features of places within their wider locations and contexts. - discuss relevant geographical events in the news. 	I can: <ul style="list-style-type: none"> - describe patterns between the human and physical characteristics of a place. - explain why and how places have changed/are changing. - describe the social and environmental impacts of places changing. - explain how changes to places can affect the people who live there. - compare places and understand how human and physical processes lead to similarities and differences. - -make links between the actions of people, places and environments. 	I can: <ul style="list-style-type: none"> - carry out investigations using a range of geographical questions. - interpret a range of maps, images and graphs. - describe geographical patterns. - express and explain my opinion on an issue and recognise why others might have a different point of view. - Draw a reasoned conclusion. - Identify some bias in figures. - use primary and secondary data. - use subject specific key words and full sentences to communicate my findings both orally and in a written format. - write organised paragraphs that use connectives to help me evidence and explain my points. - sometimes use data to support my points.
Well above the year 7 standard.	I know and understand: <ul style="list-style-type: none"> - the geography of the UK and the wider world. - how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. - how my learning links to issues currently in the news. 	I can: <ul style="list-style-type: none"> - describe and explain physical and human processes. - recognise that these processes interact to produce the distinctive characteristics of places. - understand how physical and human processes lead to change in places. - recognise how conflicting demands on the environment may arise. - describe and compare sustainable and other approaches to managing environments. - appreciate that different values and attitudes can result in different approaches to environmental interaction and change. 	I can: <ul style="list-style-type: none"> - ask relevant geographical questions - suggest an appropriate sequence to an enquiry. - select appropriate information and sources of evidence. - identify potential bias. - identify and describe geographical patterns at a range of scales. - organise my work in a logical way - mostly discuss both sides of an argument. - use geographical terminology within most written responses. - normally use data to evidence my points.

	AO1 knowledge	AO2 Understanding	AO3 Skills
Working towards the year 8 standard.	I can: <ul style="list-style-type: none"> - describe key physical and human features of the UK. - identify human and physical characteristics within other places studied. - try to explain why some features are located where they are. 	I can: <ul style="list-style-type: none"> - suggest some reasons for places being as they are. - describe changes in human and physical environments. - describe how humans can improve and destroy the environment. 	I can: <ul style="list-style-type: none"> - investigate the answers to some geographical questions. - identify key features on a map. - make observations using simple maps, atlases and photographs. - recognise that people have different views. - write clearly using simple geographical vocabulary.
Working towards +	I can: <ul style="list-style-type: none"> - describe a range of places around the world (local, national and global). - describe physical and human features of places. 	I can: <ul style="list-style-type: none"> - identify patterns between the human and physical characteristics of a place. - describe how places have changed/are changing. - describe the environmental impacts of places changing. - explain how changes to places can affect the people who live there. - compare places and understand some reasons for key similarities and differences. 	I can: <ul style="list-style-type: none"> - investigate places, environments and issues by asking and responding to geographical questions. - interpret a range of maps and graphs. - express my opinion on an issue and recognise that others may think differently. - use primary and secondary data. - use subject specific key words and full sentences to communicate my findings both orally and in a written format. - Write organised paragraphs that use simple connectives to help me explain my points.
Meeting the year 8 standard.	I can: <ul style="list-style-type: none"> - describe a range of places around the world (local, national and global) - describe a range of physical and human features of places within their wider locations and contexts. - discuss relevant geographical events in the news. 	I can: <ul style="list-style-type: none"> - describe patterns between the human and physical characteristics of a place. - explain why and how places have changed/are changing. - describe the social and environmental impacts of places changing. - explain how changes to places can affect the people who live there. - show an awareness of sustainable development. - compare places and understand how human and physical processes lead to similarities and differences. - -make links between the actions of people, places and environments. 	I can: <ul style="list-style-type: none"> - carry out investigations using a range of geographical questions. - interpret a range of maps, images and graphs. - describe geographical patterns. - express and explain my opinion on an issue and recognise why others might have a different point of view. - Draw a reasoned conclusion. - Identify some bias in figures. - use primary and secondary data. - use subject specific key words and full sentences to communicate my findings both orally and in a written format. - write organised paragraphs that use connectives to help me evidence and explain my points. - sometimes use data to support my points.
Above the year 8 standard.	I know and understand: <ul style="list-style-type: none"> - the geography of the UK and the wider world. - how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. - how my learning links to issues currently in the news. 	I can: <ul style="list-style-type: none"> - describe and explain physical and human processes. - recognise that these processes interact to produce the distinctive characteristics of places. - understand how physical and human processes lead to change in places. - recognise how conflicting demands on the environment may arise. - describe and compare sustainable and other approaches to managing environments. - appreciate that different values and attitudes can result in different approaches to environmental interaction and change. 	I can: <ul style="list-style-type: none"> - ask relevant geographical questions - suggest an appropriate sequence to an enquiry. - select appropriate information and sources of evidence. - identify potential bias. - identify and describe geographical patterns at a range of scales. - organise my work in a logical way - mostly discuss both sides of an argument. - use geographical terminology within most written responses. - normally use data to evidence my points.
Well above the year 8 standard.	I can: <ul style="list-style-type: none"> - make links between the geography of the UK and the wider world. - analyse the physical and human characteristics of places using a wide range of locations, contexts and scales. - explain changes in the characteristics of places. - discuss a variety of geography related news events, making links between places, events and my learning. 	I can: <ul style="list-style-type: none"> - describe and explain interactions within and between physical and human processes. - show how these interactions create diversity and interdependence and help to change place. - explain that many factors influence decisions about sustainable development/managing places. - explain how human actions may have unintended consequences that can lead to change and conflict. 	I can: <ul style="list-style-type: none"> - develop my own enquiry. - evaluate information and sources of evidence. - detect and respond to bias. - present my findings clearly with well-reasoned conclusions. - identify and analyse geographical patterns at a range of scales. - write coherently and succinctly about findings. - use ambitious language to express my ideas. - use evidence clearly and integrate this into all my writing.

	AO1 knowledge	AO2 Understanding	AO3 Skills
Working towards the year 9 standard.	<p>I can:</p> <ul style="list-style-type: none"> - describe key physical and human features of the UK. - identify human and physical characteristics within other places studied. - try to explain why some features are located where they are. 	<p>I can:</p> <ul style="list-style-type: none"> - suggest some reasons for places being as they are. - describe changes in human and physical environments. - describe how humans can improve and destroy the environment. 	<p>I can:</p> <ul style="list-style-type: none"> - investigate the answers to some geographical questions. - identify key features on a map. - make observations using simple maps, atlases and photographs. - recognise that people have different views. - write clearly using simple geographical vocabulary.
Working towards +	<p>I know and understand:</p> <ul style="list-style-type: none"> - the geography of the UK and the wider world. - how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. - how my learning links to issues currently in the news. 	<p>I can:</p> <ul style="list-style-type: none"> - describe and explain physical and human processes. - recognise that these processes interact to produce the distinctive characteristics of places. - understand how physical and human processes lead to change in places. - recognise how conflicting demands on the environment may arise. - describe and compare sustainable and other approaches to managing environments. - appreciate that different values and attitudes can result in different approaches to environmental interaction and change. 	<p>I can:</p> <ul style="list-style-type: none"> - ask relevant geographical questions - suggest an appropriate sequence to an enquiry. - select appropriate information and sources of evidence. - identify potential bias. - identify and describe geographical patterns at a range of scales. - organise my work in a logical way - mostly discuss both sides of an argument. - use geographical terminology within most written responses. - normally use data to evidence my points.
Meeting the year 9 standard.	<p>I can:</p> <ul style="list-style-type: none"> - make links between the geography of the UK and the wider world. - analyse the physical and human characteristics of places using a wide range of locations, contexts and scales. - explain changes in the characteristics of places. - discuss a variety of geography related news events, making links between places, events and my learning. 	<p>I can:</p> <ul style="list-style-type: none"> - describe and explain interactions within and between physical and human processes. - show how these interactions create diversity and interdependence and help to change place. - explain that many factors influence decisions about sustainable development/managing places. - explain how human actions may have unintended consequences that can lead to change and conflict. 	<p>I can:</p> <ul style="list-style-type: none"> - develop my own enquiry. - evaluate information and sources of evidence. - detect and respond to bias. - present my findings clearly with well-reasoned conclusions. - identify and analyse geographical patterns at a range of scales. - write coherently and succinctly about findings. - use ambitious language to express my ideas. - use evidence clearly and integrate this into all my writing.
Above the year 9 standard.	<p>I have:</p> <ul style="list-style-type: none"> - an extensive knowledge of a wide range of places and environments - an extensive knowledge of the human and physical features of these places and environments, around the world using a range of scales - the ability to discuss a range of topics making links between my learning, places and events. 	<p>I can:</p> <ul style="list-style-type: none"> - explain the physical and human conditions and processes which lead to the development of, and change in, features, systems and places. - Explain various ways in which places are linked and the impacts of such links on people and the environment. - make connections between different geographical processes / events that I have studied. 	<p>I can:</p> <ul style="list-style-type: none"> - plan an independent enquiry. - choose a wide range of data to help investigate, interpret and make judgements. - present my findings using a range of data presentation techniques. - draw accurate conclusions using the data available, taking bias into consideration. - express and engage in different points of view about arrange of questions / issues.
Well above the year 9 standard.	<p>I have:</p> <ul style="list-style-type: none"> - a broader and deeper understanding of locational contexts - a greater awareness of the importance of scale - the ability to make links between local and national scale to the wider global scale. - The ability to discuss, in depth, a range of geographical topics and events, making links across topics and locations. 	<p>I have:</p> <ul style="list-style-type: none"> - a deeper understanding of the processes that lead to geographical changes - a greater awareness of the nature of the human – physical relationships and interactions that influence these. - A growing awareness of geographical theory and models linking to the topics I am studying. 	<p>I can:</p> <ul style="list-style-type: none"> - plan and undertake an enquiry independently. - link my enquiry to theory. - collect a range of primary and secondary data. - draw accurate conclusions that link back to geographical theory. - make links between my findings and other similar studies / theories.