

# GEOGRAPHY

## Learning Ladder

### Key

#### Learning Ladders

The Learning Ladders are split into Year 7, 8 and 9 on different pages, and are colour coded to indicate the expected progress the students should be making. As students progress through Key Stage 3, their attainment is assessed against the Learning Ladder.



Blue indicates a level below expectations for the year group.



Grey indicates the expected level for the year group.



Red indicates a level beyond that expected for the year group.



# Geography: Year 7

GCSE			
To recall simple knowledge of human and physical features of places	To recall some detailed and generalised knowledge of human and physical features of places	To recall a range of detailed and specific knowledge of human and physical features of places	To develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts
To be able to give basic reasons to explain geographical processes and patterns	To be able to give reasons linked to evidence to explain geographical processes and patterns	To be able to give elaborated reasons supported by evidence and make links between them to explain geographical processes and patterns	To gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts
To identify key stages in the formation of geographical features	To begin to linked sequence and link processes in the formation of geographical features	To accurately sequence the formation of geographical features linking changes to underlying processes	To develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses
To be able to extract information from a map with the aid of a key	To be able to use map skills to identify features and extract relevant information from a range of maps	To be able to confidently interpret and recognise patterns for a range of maps	To apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding
To carry out fieldwork to collect primary data	To independently select relevant primary data collected in fieldwork	To plan for the collection of primary data considering the appropriateness an value of different methods	
To be able to draw and interpret graphs with guidance	To be able to use graphs to extract and present relevant data	To be able to interpret more complex graphs to identify patterns and trends	
To have a basic quality of written communication, using simple structures, some geographical vocabulary and reasonable spelling punctuation and grammar	To have a clear quality of written communication, using organised paragraphs, a range of appropriate geographical vocabulary and good spelling punctuation and grammar	To have a fluent quality of written communication, using a clear and accurate structure with consistently good use of geographical vocabulary and spelling punctuation and grammar	

# Geography: Year 8

GCSE			
To recall simple knowledge of human and physical features of places	To recall some detailed and generalised knowledge of human and physical features of places	To recall a range of detailed and specific knowledge of human and physical features of places	To develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts
To be able to give basic reasons to explain geographical processes and patterns	To be able to give reasons linked to evidence to explain geographical processes and patterns	To be able to give elaborated reasons supported by evidence and make links between them to explain geographical processes and patterns	To gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts
To identify key stages in the formation of geographical features	To begin to linked sequence and link processes in the formation of geographical features	To accurately sequence the formation of geographical features linking changes to underlying processes	To develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses
To be able to extract information from a map with the aid of a key	To be able to use map skills to identify features and extract relevant information from a range of maps	To be able to confidently interpret and recognise patterns for a range of maps	To apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding
To carry out fieldwork to collect primary data	To independently select relevant primary data collected in fieldwork	To plan for the collection of primary data considering the appropriateness an value of different methods	
To be able to draw and interpret graphs with guidance	To be able to use graphs to extract and present relevant data	To be able to interpret more complex graphs to identify patterns and trends	
To have a basic quality of written communication, using simple structures, some geographical vocabulary and reasonable spelling punctuation and grammar	To have a clear quality of written communication, using organised paragraphs, a range of appropriate geographical vocabulary and good spelling punctuation and grammar	To have a fluent quality of written communication, using a clear and accurate structure with consistently good use of geographical vocabulary and spelling punctuation and grammar	




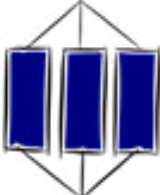
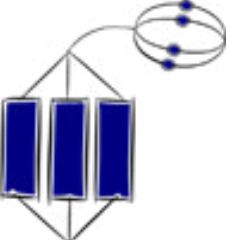
# Geography: Year 9

			GCSE
To recall simple knowledge of human and physical features of places	To recall some detailed and generalised knowledge of human and physical features of places	To recall a range of detailed and specific knowledge of human and physical features of places	To develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts
To be able to give basic reasons to explain geographical processes and patterns	To be able to give reasons linked to evidence to explain geographical processes and patterns	To be able to give elaborated reasons supported by evidence and make links between them to explain geographical processes and patterns	To gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts
To identify key stages in the formation of geographical features	To begin to linked sequence and link processes in the formation of geographical features	To accurately sequence the formation of geographical features linking changes to underlying processes	To develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses
To be able to extract information from a map with the aid of a key	To be able to use map skills to identify features and extract relevant information from a range of maps	To be able to confidently interpret and recognise patterns for a range of maps	To apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding
To carry out fieldwork to collect primary data	To independently select relevant primary data collected in fieldwork	To plan for the collection of primary data considering the appropriateness an value of different methods	
To be able to draw and interpret graphs with guidance	To be able to use graphs to extract and present relevant data	To be able to interpret more complex graphs to identify patterns and trends	
To have a basic quality of written communication, using simple structures, some geographical vocabulary and reasonable spelling punctuation and grammar	To have a clear quality of written communication, using organised paragraphs, a range of appropriate geographical vocabulary and good spelling punctuation and grammar	To have a fluent quality of written communication, using a clear and accurate structure with consistently good use of geographical vocabulary and spelling punctuation and grammar	

# Learning Ladder: Geography

## Assessment in Geography

The approach the Geography Department has taken to support students' learning without National Curriculum levels is in line with the broader Humanities approach. To help engage students with their learning we are using the SOLO taxonomy. This is an approach that helps students see their progress in terms of more complex ways of thinking. An outline of this approach can be seen below.

Prestructural OR Questions?	Unistructural OR Know one thing	Multistructural OR Know a number of things	Relational OR Link things together	Extended Abstract OR Do something new
				
At the start of a topic, students have limited knowledge and need to develop their questioning to aid learning.	As students get answers to their questions they begin to acquire basic individual aspects of knowledge.	As learning advances, students are aware of multiple pieces of information and knowledge.	Students link aspects of knowledge together and consider causation, sequence, comparison and classification.	Students develop new ideas, including expressing a justified opinion or evaluation. It involves seeing ideas in a new way and linking ideas to the bigger picture.

All students will have SOLO sheets in their exercise books for each topic. These outline the different levels of thinking that students will attempt in their learning. Progress is certainly not linear, sometimes students make leaps forward then have set backs. If they respond positively to a setback, learning could take place and further progress made. Student reflection on their progress and learning will be informed by feedback provided in their books. Students will have a progress record sheet in their books which will help them reflect on their learning and respond to feedback.

To assess student progress, the Geography Department has devised a series of end of unit tests. These will be important in measuring student progress and providing feedback for reporting on the attainment of students. These tests have been designed to help prepare students for GCSE and the difficulty of the questions challenges students further as progress is made across Key Stage 3.

The expected attainment for Year 7 to 9 below is an outline of the progress students are expected to make in Geography. Students will have varying levels of proficiency and make varying degrees of progress in different aspects of their learning. This outline is a guide to provide a sense of those expectations. A clear idea of a student's attainment over each year can be gained when reporting takes place.