

Summary of Progression in Performance in Geography

Figure 31
Summary of progression in performance across all aspects of geography.

The concept of Interdependence is included within the statements for the other aspects of geography.

	Levels 1/2	Levels 3/4
Geographical Enquiry	<p>Students move from: drawing on limited experience and on resources provided to ask and respond to simple geographical questions (e.g. what are the people doing in the photograph of a busy street?) and to express their own views, using basic geographical vocabulary (e.g. about a noisy place or a street full of litter) (geographical enquiry)</p> <p>using simple techniques and skills to undertake straightforward tasks, as demonstrated and supported by the teacher (e.g. use letter and number co-ordinates to identify a feature; draw a pictorial diagram of shops in the High Street) (use of skills)</p>	<p>To: asking and responding to geographical questions (e.g. why are there fewer trees on the hill-top?) and offering their own ideas (e.g. suggestions for carrying out a fieldwork task) in the course of undertaking tasks set by the teacher, and being able to identify and give simple explanations for views held by others (geographical enquiry)</p> <p>using a range of simple pieces of equipment and secondary sources (e.g. atlases, photographs, PowerPoint) to carry out tasks supported by the teacher (e.g. find correct page and information in the atlas; make some PowerPoint slides to present information discovered) (use of skills)</p>
Place and Cultural Diversity	<p>Students move from: recognising and describing 'what' and 'where things are' in the simple contexts of the classroom, school grounds or local area (e.g. school entrance near the main road, shops in the middle of town, castle on the hill-top) and being aware of some places in the wider world (e.g. other towns in UK, overseas holiday resorts, some places in the news) (location and context)</p> <p>identifying and beginning to offer descriptive observations about simple recognisable features of places (e.g. describing in pictures or writing some of the physical and human features of the local area) (features and character)</p> <p>making simple comparisons between individual features of different places and recognising how places are linked to other places in the world (e.g. recognising and talking about contrasts in house types and daily life between their own locality and one in a developing country) (contrasts and cultural diversity)</p>	<p>To: knowing the location and contexts of places they study and some significant other places (e.g. be able to find places studied in an atlas, to find appropriate information in a given website) (location and context)</p> <p>describing a range of physical and human features of places studied, using appropriate geographical terms (e.g. transport, industry, tributary) and beginning to offer reasons for the distinctive character of places (e.g. coastal location and attractions of a resort) (features and character)</p> <p>making geographical comparisons between places studied, beginning to offer reasons for the similarities and differences (e.g. referring to situation, weather) and recognising how places are interdependent (e.g. identifying holiday travel, homes of overseas relatives and migrants) (contrasts and cultural diversity)</p>
Space and Process	<p>Students move from: responding to questions about 'where things are' by making observations about features in the environment and recognising simple patterns (pedestrian crossing next to school gate; petrol stations on edge of the town) (space)</p>	<p>To: responding to questions about patterns in the landscape around them and making appropriate observations about the location of features relative to others; (e.g. hotels next to each other along the seafront; frost on northern side of school playground) (space)</p>

Levels 5/6

Levels 7/E

<p>To: drawing on their own experience and on secondary sources provided to identify geographical questions (e.g. about the impact of a hurricane or effects of a new superstore), recognise and explain the views and opinions of others, follow a structured sequence of enquiry and present a consistent geographical argument (geographical enquiry)</p> <p>becoming aware of and selecting a range of appropriate skills and techniques, and demonstrating competence in using the skills specified in the PoS (e.g. undertaking an internet search selecting appropriate material, identifying bias and recording findings) (use of skills)</p>	<p>To: demonstrating independence in identifying appropriate questions and issues (e.g. what is the relationship between local jobs and the decisions of multinational companies), appreciating the significance of attitudes and values (including their own), planning investigations, and providing coherent arguments, substantiated conclusions and critical evaluation of sources of evidence (geographical enquiry)</p> <p>demonstrating confidence in selecting skills and strategies appropriate to the task and applying them effectively and accurately (e.g. deciding when to use statistical or graphical techniques to apply to data collected and being aware of limitations; appreciating the value of poetic and literary sources) (use of skills)</p>
<p>To: knowing the location and context of a wide range of places they study and other significant places at a range of scales in UK, Europe and the wider world (e.g. have a mental map of the main continents and key countries in the news with some idea of significance of, for instance, tropical location) (location and context)</p> <p>describing the physical and human features of a range of places studied and being aware of how physical and human processes interact to produce the distinctive characteristics of these places (e.g. explaining how the weather, landscape and human/cultural background lead to very different urban environments) (features and character)</p> <p>demonstrating understanding of diversity in different contexts and recognising the different ways (e.g. trade, aid, travel, immigration, cultural products) in which interdependence can both enrich and impoverish people's lives (contrasts and cultural diversity)</p>	<p>To: having a secure knowledge of the location of a wide range of places and environments at different scales in the UK, Europe and the wider world, and being able to appreciate the significance of some of these locations (location and context)</p> <p>appreciating how changes in physical and/or human processes may be reflected in the changing character and distinctiveness of places, and how different viewpoints (including their own) may influence decisions (e.g. arrival of immigrants and the issues facing Channel ports) (features and character)</p> <p>explaining the dynamic processes that lead to similarities and differences between places, evaluating how this affects their character, their future development and their interdependence with other places (e.g. explaining the different reactions of EU countries to enlargement of the Community) (contrasts and cultural diversity)</p>
<p>To: describing and explaining patterns and relating these to the location and character of places and environments in different parts of the world (e.g. patterns of land use and farming related to physical features, location of markets and global trade) (space)</p>	<p>To: making connections between locations, distributions and patterns of features, and understanding how and why these change and with what impacts on diversity and interdependence (e.g. the distribution of jobs, location of industry and links with decisions made by firms and governments) (space)</p>

	Levels 1/2	Levels 3/4
Space and Process (continued)	responding to questions about ‘why things are like that’ by recognising and making appropriate observations about some physical and human processes (e.g. the heavy rain has flooded the school field; the village shop has closed because not enough people use it) (physical and human process)	beginning to explain: why things are like that, and how things change by referring to physical and human features of the landscape; why factories near motorways can receive goods and materials easily; how exposure to sun and shade can affect snow conditions in ski resorts (physical and human process)
Environmental Interaction and Sustainable Development	<p>Students move from: identifying and describing easily recognisable examples of the ways people affect the environment (e.g. dropping litter in a seaside resort; laying boarding along a coastal path) and expressing their views (environmental interaction)</p> <p>recognising some ways in which change may damage or improve environments and affect their own lives (e.g. rubbish tipped in a local beauty spot) (sustainable development)</p>	<p>To: identifying changes in the environment and beginning to understand how these affect people’s lives and activities (e.g. redevelopment in inner cities, re-routing of footpaths because of erosion) (environmental interaction)</p> <p>recognising how and why people may try to improve and sustain environments and identifying opportunities for their own involvement (recognising the reasons for a local traffic problem, considering alternative solutions and how it might involve them) (sustainable development)</p>
Context including Scale	<p>Levels 1-3 Students show their knowledge, skills and understanding in studies at a local scale</p> <p>KS1/2 PoS: local, regional and national scales; places and environments in different parts of the world, including UK and EU</p>	<p>Levels 4-5 Aspects of the geography of the UK and wider world</p> <p>KS2 PoS: range of scales: local, regional and national; places in different parts of the world</p> <p>KS3 PoS: personal, local, regional, national, international, continental, global; different parts of the world in their wider settings and contexts, including EU and countries in different states of development</p> <p>(1999 level descriptions: Students show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world)</p>

Levels 5/6	Levels 7/E
<p>identifying, describing and explaining selected physical and human processes and the way in which they affect places and environments and can cause change (e.g. links between rainfall, river flow, land use, management policies and flooding) (physical and human process)</p>	<p>understanding how interactions between physical and human processes at different scales can influence the character and development of places and environments (e.g. link between car use, pollution, transport policy, impact on cities and climate change) (physical and human process)</p>
<p>To: describing and explaining a range of examples of environmental change resulting from human interaction with the environment at a range of scales (e.g. considering the climate change issues at different scales from local to global) (environmental interaction)</p> <p>recognising how environmental change leads to conflicting views about management and different interpretations of sustainability (e.g. responses to energy needs and growing demands to reduce carbon output in UK – conservation, alternative sources, nuclear power, etc.) (sustainable development)</p>	<p>To: explaining the origins and character of complex issues (e.g. climate change, resource depletion, species decline), recognising the interdependence of people and places and evaluating the impact of different management strategies (e.g. international efforts to agree carbon reduction targets and strategies) (environmental interaction)</p> <p>understanding the range of factors that contribute to quality of life, and the way in which strategies for sustainable development have social, economic and environmental effects, including impacts on their own lives (e.g. examining the role of trade and aid in underpinning Western lifestyles and influencing the quality of life in African countries) (sustainable development)</p>
<p>Levels 6-7 Geography of the UK and wider world</p> <p>KS3 PoS: personal, local, regional, national, international, continental, global; different parts of the world in their wider settings and contexts, including EU and countries in different states of development</p> <p>(1999 level descriptions: Students show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world)</p>	<p>Level Exceptional Geography of the UK and wider world</p> <p>KS3 PoS: personal, local, regional, national, international, continental, global; different parts of the world in their wider settings and contexts, including EU and countries in different states of development</p> <p>(1999 level descriptions: Students show their knowledge, skills and understanding in studies of a wide range of places and environments at the full range of scales, from local to global and in different parts of the world)</p>