

# Mapping KS3 Geography—progression and levelling guidance for teachers

	Key learning	1	2	3	4	5	6	7	8	9	10
KNOWLEDGE	<p>Contextual world knowledge of locations, places and geographical features-</p> <ul style="list-style-type: none"> <li>- demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.</li> </ul>	Are developing simple locational knowledge about some places and environments, especially in the local area, but also in the UK .	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.	Have substantial working knowledge of an increasing number of locations and their specific features and environments at a range of scales, being able to place them in either the local or global context.	Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.	Have substantial knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local , national and global.	Have a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.	Have a significant and profound understanding of locational contexts, including a deep-seated awareness of the importance of scale and the concept of global inter-connections.	Have a sophisticated understanding of locational contexts, including an increasingly complex awareness of geographical systems in the world from a local, national and global scale and their connections.
UNDERSTANDING	<p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over <b>time and space</b>.</p> <ul style="list-style-type: none"> <li>- extending from the familiar and concrete to the <b>unfamiliar and abstract</b></li> <li>- making greater sense of the world by organising and connecting information and ideas about <b>people, places, processes and environments</b></li> <li>- working with more complex information about the world, including the relevance of people's <b>attitudes, values and beliefs</b></li> </ul>	Beginning to show some understanding by describing the places and features they study using simple geographical vocabulary, beginning to identify some similarities and differences and some simple patterns in the environment.	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in human and physical geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and the environment.	Beginning to explain some aspects of geographical patterns, showing an increasing understanding of how processes can change places, features and environments in different ways. They can show ways in which the characteristics of places can fit into bigger patterns at different scales. They can link places together through their comparisons of similarities and differences.	Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impacts such links have on people and environments. They can make connections between different geographical phenomena they have studied.	Understand in depth the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain clearly and in detail various ways in which places are linked and the impacts such links have on people and environments. They can make connections between different geographical phenomena they have studied to a high standard.	Gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography.	A intellectual understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a strong focus on forming valid generalisations and abstractions, together with an awareness of the importance of theoretical perspectives and conceptual frameworks in geography.	A sophisticated understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships, interactions and inter-dependence with a strong focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography. An ability to make sophisticated judgements is evident and clear.
GEOGRAPHICAL ENQUIRY SKILL	<p>Competence in geographical <b>enquiry</b>, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</p> <ul style="list-style-type: none"> <li>- increasing the range and accuracy of pupils' investigative <b>skills</b>, advancing their ability to select and apply these with increasing independence to geographical enquiry.</li> </ul>	Beginning to investigate places and environments, making simple observations and using simple sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.	Be able, with some independence, to apply a range of skills to collect and interpret more complex geographical sources, which can present a range of different views, and use these to help answer carefully chosen geographical questions.	Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.	Be able to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems with increasing competence with an increasing range of skill. Different points of view about these can be expressed and justified.	Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.	Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a wide range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.	Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material. An ability to apply enquiry skills to abstract situations is clear.