

RET Geography - KS3 Stage Ladder

- Geography:**
- inspires in students a curiosity and fascination about the world and its people that facilitates their journey in becoming independent and inquisitive learners of geography.
 - equips students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
 - enables students to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.



Stage		Contextual world knowledge	Geographical Understanding	Geographical Skills and Application
Y9++	7	<ul style="list-style-type: none"> • I have a broad and deep understanding of locational context. • I can refer to a wide range of geographical factors to explain and predict change in the characteristics of places over time. • I can understand alternative approaches to development and the implications of these for the quality of life in different places. 	<ul style="list-style-type: none"> • I can understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. I can illustrate this with a full range of examples, as well as draw upon the concept of globalisation and theoretical models. • I can draw selectively on geographical ideas and theories. • I can carry out geographical investigations independently at different scales. 	<ul style="list-style-type: none"> • I can evaluate critically sources of evidence and present coherent arguments and effective, accurate and well-substantiated conclusions. • I can evaluate my work by suggesting improvements in approach and further lines of enquiry. • I can assess the relative merits of different ways of tackling environmental issues and justify my views about these different approaches.
Y9+	6	<ul style="list-style-type: none"> • I have a broad and deep understanding of locational context. • I can account for disparities in development and understand the range and complexity of factors that contribute to the quality of life in different places. • I can understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. I can use examples to illustrate this, as well as draw upon the concept of globalisation and theoretical models. 	<ul style="list-style-type: none"> • I can draw on my knowledge and understanding, show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. • I can select a wide range of skills and use them effectively and accurately. • I can evaluate critically sources of evidence before using them in my investigations. 	<ul style="list-style-type: none"> • I can present full and coherently argued summaries of their investigations and reach substantiated conclusions. • I can recognise the causes and consequences of environmental issues and understand a range of views about them and different approaches to tackling them. • I am able to explore geographical issues and include different sources of information and/or data to help me justify a conclusion.
Avg EOY9	5	<ul style="list-style-type: none"> • I have an extensive knowledge of a wide range of places, environments and features at a variety of scales, extending from local to global. • I am able to analyse the physical and human characteristics of places drawing on my knowledge of a wide range of scales. • I describe and explain in detail, interactions within and between physical and human processes. • I am able to explore ideas of global citizenship and express my ideas. 	<ul style="list-style-type: none"> • I understand that many factors influence the decisions made when developing places and environments sustainably. • I appreciate that people and places are affected by actions and events in other places. • I can establish my own sequence of investigation. 	<ul style="list-style-type: none"> • I present well-argued summaries of my work, using geographical vocabulary and data to begin to reach detailed conclusions. • I can express and engage with different viewpoints about geographical questions and issues. • I am able to justify my conclusions about geographical issues using some data or examples to support.

Avg EOY8	4	<ul style="list-style-type: none"> • I show a depth of knowledge of where places and landscapes are located at home and overseas. • I can describe and explain physical and human patterns and processes and recognize that these processes interact. • 	<ul style="list-style-type: none"> • I can recognize how conflicting demands on the environment may arise and describe and compare sustainable and other approaches to managing environments. • I understand a range of ways that human activities cause environments to change. • I can select appropriate information and write a conclusion to my work using the right geographical vocabulary. 	<ul style="list-style-type: none"> • I present my findings in a coherent way, using appropriate methods and vocabulary to reach conclusions that are consistent with the evidence. • I appreciate that different values and attitudes, including my own, result in different approaches to change. • I am able to give a balanced argument with a limited conclusion.
Avg EOY7	3	<ul style="list-style-type: none"> • I show knowledge of where places and landscapes are located here and abroad. • I recognise and describe with increasing detail the physical and human features of places. • I recognise the global importance of features and places I study and see in the news. 	<ul style="list-style-type: none"> • I understand with increasing detail what a number of places are like, how and why they are similar and different, and how and why they are changing. • I am able to make links between places that have similar economic, social and environmental challenges. • I understand some of the ways that human activities cause environments to change. • I communicate my findings using an increasing range of appropriate vocabulary. 	<ul style="list-style-type: none"> • I am able to carry out investigations using a range of geographical questions, skills and sources of information (including a variety of maps, the use of GIS, graphs and images). • I offer reasons for my views and increasingly appreciate why other people may hold different views. • I am able to consider a range of data and I am beginning to evaluate the effectiveness of data.
Avg EOY6	2	<ul style="list-style-type: none"> • I show knowledge of where places and landscapes are located in the UK and abroad. • I recognise and describe in some detail the physical and human features of places. • I recognise the global importance of features and places I study and see in the news. 	<ul style="list-style-type: none"> • I 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. • I understand that people can both improve and damage the environment. • I communicate my findings using accurate, appropriate vocabulary. 	<ul style="list-style-type: none"> • I am able to carry out investigations using a range of geographical questions, skills and sources of information (including a variety of maps, the use of GIS, graphs and images). • I offer reasons for my views and recognise why other people may hold different views.
	1	<ul style="list-style-type: none"> • I can show some knowledge of where places and landscapes are located. • I can describe some physical and human features of different places and attempt to offer some explanations for the location of some of these features. 	<ul style="list-style-type: none"> • I am beginning to make simple comparisons between places and attempt to offer some reasons for similarities and/or differences. • I recognise how people seek to improve and damage the environment. • I begin to use appropriate geographical vocabulary. 	<ul style="list-style-type: none"> • I can find out about places and the environment by asking questions, responding to questions, observing and using some maps including atlases, globes, images and aerial photos. • I offer some reasons for my views and recognise that other people may hold different views.