

Suggested Expectations for Year 7

	Working Towards Expected Progress	Meeting Expected Progress	Exceeding Expected Progress
Contextual knowledge of locations and places	Pupils depth of understanding of aspects of physical and human geography around their local area and the UK increases, and this begins to expand to include the wider world. Pupils describe the physical and human characteristics of these environments on a local and more global scale.	Pupils begin to make links in their knowledge and understanding of physical and human environments and start to think more worldwide. Pupils can start to analyse the physical and human characteristics of these regions, and can use their own understanding of different locations.	Pupils can recall very basic information about the physical and human region studied and their specific environmental characteristics. They can appreciate that there are a range of scales, and this is exemplified by location detail. Key language is used more frequently.
Understanding of patterns, Processes and Environmental Change	Pupils can describe how different physical and human environments can have similarities and differences and these can arise from a variety of physical and human processes. Pupils describe geographical patterns and attempt to simply explain them. Pupils appreciate that human activity can have consequences on the environment. Pupils start to understand how use and management of different physical and human environments can be made more sustainable, with a basic understanding of how these environment can change.	Pupils can recognise that physical and human processes in these physical and human environments interlink and that this can create diversity which can help change them. Pupils begin to analyse geographical patterns at a variety of scales. Pupils understand that a variety of factors can influence the decisions taken about physical and human environments and with particular focus on more sustainable approaches to use and management. Pupils will start to understand that this use and management can have consequences and they can start to explain how these can result in change to the environment, and lead to possible conflict.	Pupils can understand simple geographical ideas about physical and human processes but are often not linked to a specific example. Pupils appreciate that processes can help develop geographical patterns which will have their own characteristics in terms of places and the environment. Pupils will understand the interrelations between physical and human environments and people, and that people are trying to manage these environments in a more sustainable way. Pupils will show a greater awareness that people have different views and attitudes towards management and use of physical and human environments.
Competence in Geographical Enquiry	Pupils can begin to develop their own geographical questions and can use appropriate skills to help investigate physical and human environments. Pupils can simply evaluate the sources used for their investigations. They can draw together relevant	Pupils can start to simply plan their own sequence of investigations into relevant geographical questions about issues concerning differing physical and human environments. They begin to	Pupils can conduct a geographical enquiry and collect data (primary and secondary) using appropriate techniques. They can then collate the information and present their findings

	plausible conclusions about the investigation. Pupils can present their work both graphically and in writing using more accurate geographical terminology.	use a range of skills more accurately to help. Pupils can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached.	using simplistic techniques e.g. bar graphs. Outcomes of the enquiry are simplistic with a limited range of key terminology used.
Application of Geographical Skills	Pupils can describe distributions of physical and human features and be able to sketch, label and start to annotate sketch maps and photographs in greater depth. Pupils have an increasing working knowledge of OS map skills and can use 4 figure referencing with increasing confidence. Pupils will start to use GIS and interpret data presented in this format. Graphical skills will become more sophisticated and pupils will demonstrate an understanding of the data through statistical skills such as mode and modal class.	Pupils can describe distributions of physical and human features at a range of different scales. Sketch maps will be completed with ease and more annotated will be attempted of a variety of key features. Pupils will have a working understanding of OS map skills and use 6 figure grid references. Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Pupils can recognise the link between photographs and OS maps. Pupils understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set.	Pupils can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends. Pupils can construct simplistic cross sectional diagrams, and label some of the physical and human features. A range of OS map skills will be used with confidence. Geo-spatial skills have improved and pupils can use GIS to interpret geographical patterns and recognise its importance as a means of presenting data. Pupils will have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data.