



The Royal School

Wolverhampton

Curriculum 2025

GEOGRAPHY

Curriculum 2025 Geography

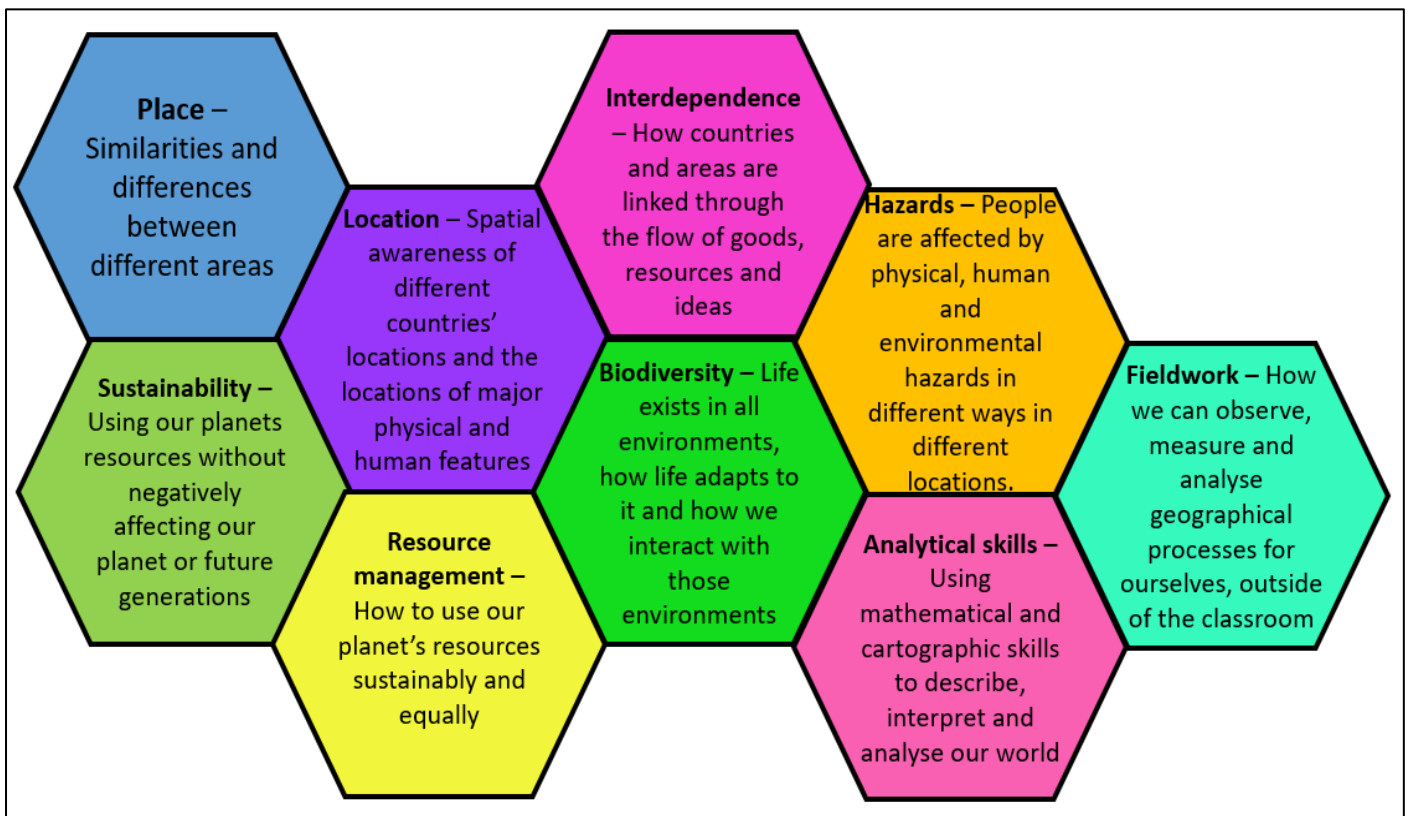
Geography curriculum intent

Whilst following the guidelines of the National Curriculum we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society.

In particular we aim to:

- Provide a high-quality geography education that will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Help students to understand our place in the world, physically, morally and culturally in order to better understand ourselves, others and empathise with the situations others are in.
- Pupils will be equipped 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.
- As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Understanding how and why places vary so much is achieved through exploring how our planet works and the risks they pose to people.
- Developing awareness of the issues of rising populations and the importance of using resources sustainably will allow all students to make better informed and ethical choices about how we interact with our environment.

The overarching **concepts** for Geography at The Royal School are:



Geography curriculum implementation

In geography we teach 2 lessons per week at KS3, 2 lessons per week at KS4 and 5 lessons per week at KS5. Our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Each lesson follows The Royal lesson structure below:

- Do now activity, date and learning question.
- Homework set at start of lesson.
- The learning journey shared including lesson objectives and success criteria.
- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

Learning is embedded through the development of knowledge and skills over time and through overlapping concepts, knowledge and understanding within a blended curriculum. Assessments combine stand-alone and cumulative assessments in order to assess what has been learnt in the year. Formal Assessments cover all subject matter covered to that point. Progression is mapped coherently against school based targets. This progression allows for effective differentiation, marking and feedback and to stretch the more-able pupils via STAR challenges. Pupils have access to vocabulary and the practice of maths skills. Regular extended writing allows pupils to develop their language and vocabulary. Pupils have access to study outside the classroom in order to use their skills and knowledge in a practical setting through field work in contrasting localities.

Our curriculum is implemented in many ways including taught lessons and out of class experiences with a particular emphasis on fieldwork opportunities. Recent trips have included year 10 fieldwork in Carding Mill Valley and Birmingham City Centre, and a trip to Iceland for years 9-13.

Geography curriculum impact

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of

- the number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils gaining places at their first choice universities.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment.

KS3 impact

The impact on pupil skills, knowledge and understanding by the end of Key Stage 3 is that pupils will be able to describe the key physical and human features of a number of countries including the United Kingdom and their locations within the world. They will be able to explain how our hydrological environments change over time and are affected by human activity. They will be able to use maps and photographs to both navigate, describe and compare areas across the UK and the world. They will use fieldwork skills to investigate processes and issues and draw conclusions from data. They will make informed choices about how we can power our country and planet sustainably. They will understand how volatile our planet can be through ongoing tectonic and climatic processes, within the UK and across the world, and evaluate the best ways to protect ourselves from these. They will have explored key areas of the world and will debate current issues affecting these areas. They will be able to make informed decisions about how they use resources through exploring extraction, usage and waste created by our actions. They will empathise with people suffering across the planet due to inequality of resource, opportunity and wealth, assess the causes of this imbalance and explain how to reduce the

gap. As pupils move through the course they will become familiar with jobs and roles within the geographical, geological and meteorological industries.

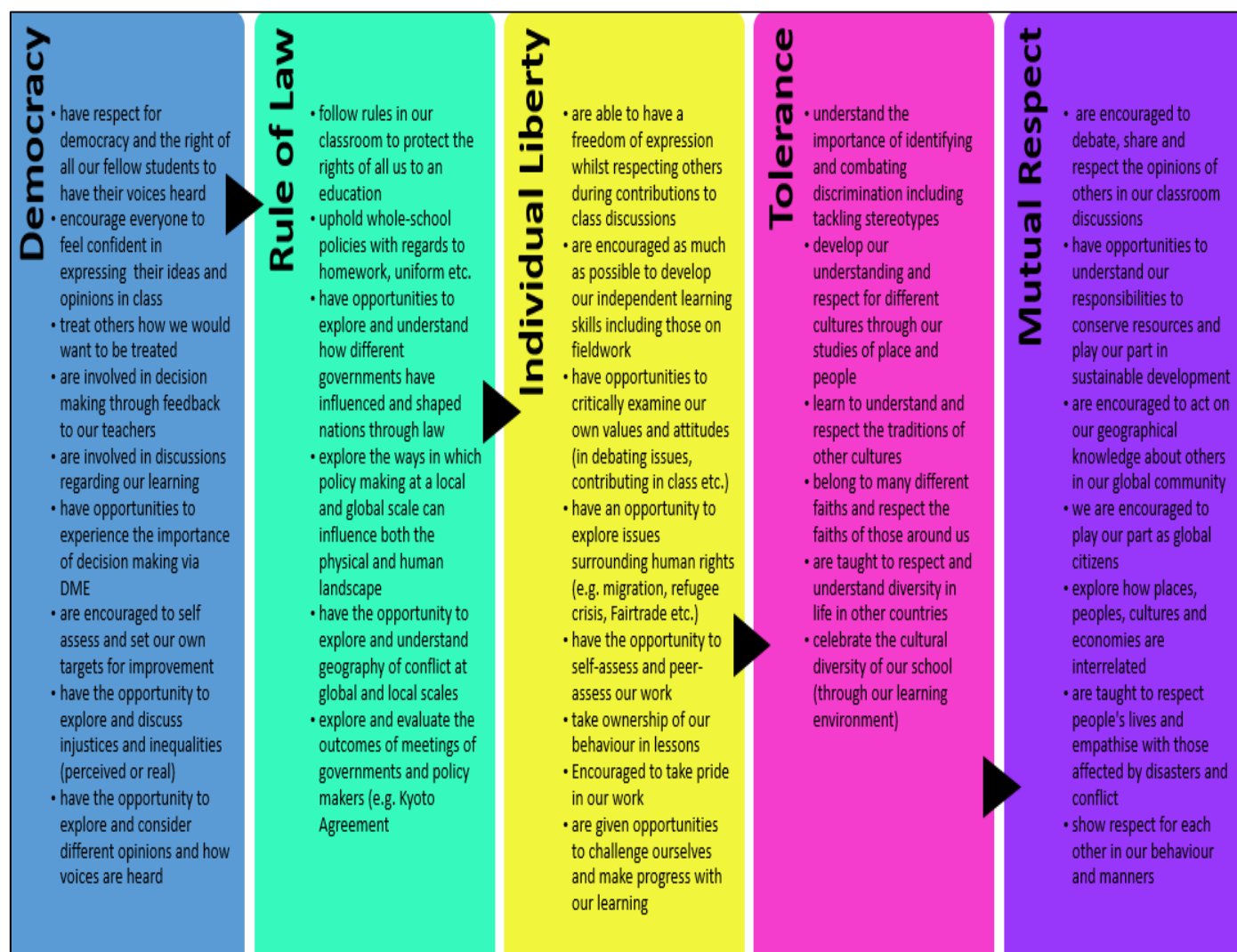
KS4 impact

The impact on pupil skills, knowledge and understanding by the end of Key Stage 3 is that pupils will demonstrate a deeper understanding of aerial, sub-aerial and subterranean processes across our planet, evaluate the impact of these on people and assess the best ways for us to interact with these processes. They will build on skills that allow them to study these processes in the field and use the data they collect to draw conclusions about the conditions of the areas studied and evaluate their own skills. They will analyse the distribution of our key resources, assess the impact on quality of life and explain how we can use these resources sustainably for a growing population. They will demonstrate an understanding of how our population is changing through growth and migration and the impacts this has on rural and urban areas across the world

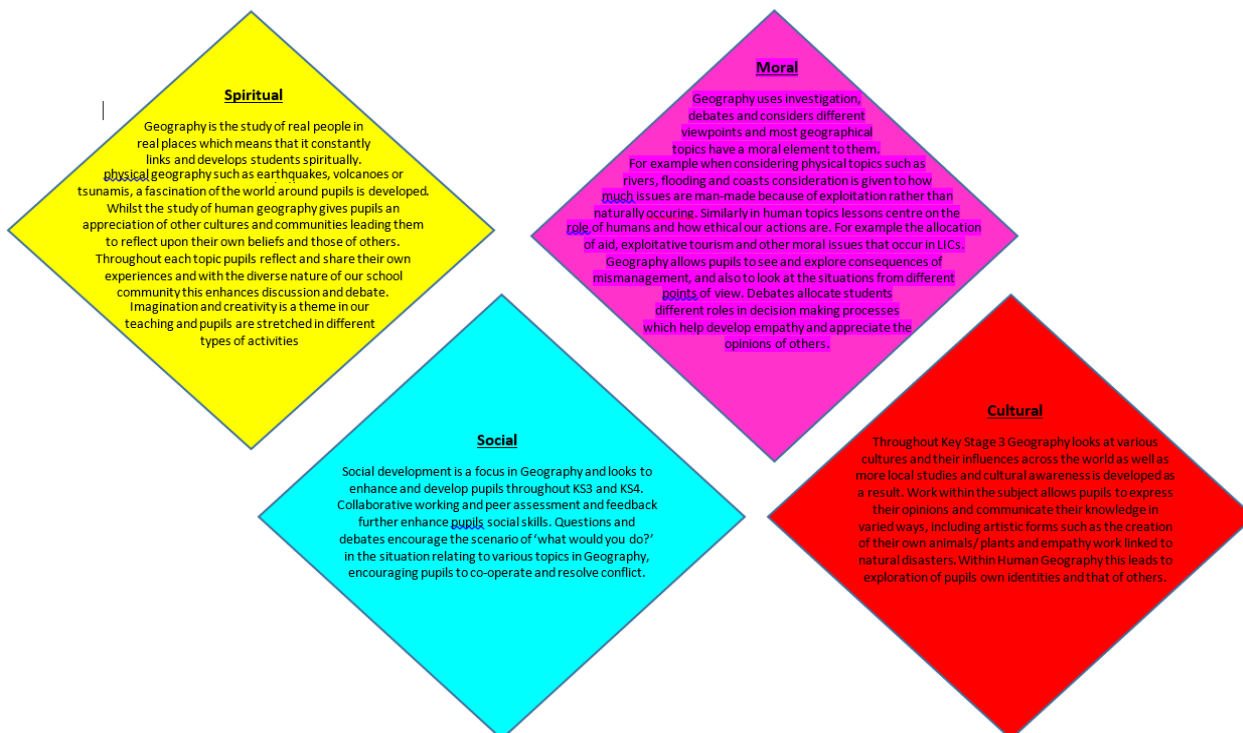
KS5 impact

The impact on pupil skills, knowledge and understanding by the end of Key Stage 5 students have opportunities to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway. An engaging and contemporary issues-based approach prepares students to be global citizens with an awareness of real world issues. Students have opportunity to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. Students are well supported to progress to undergraduate level geography or to take their skills and learning with them into alternative further study or career routes. The specification content gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.

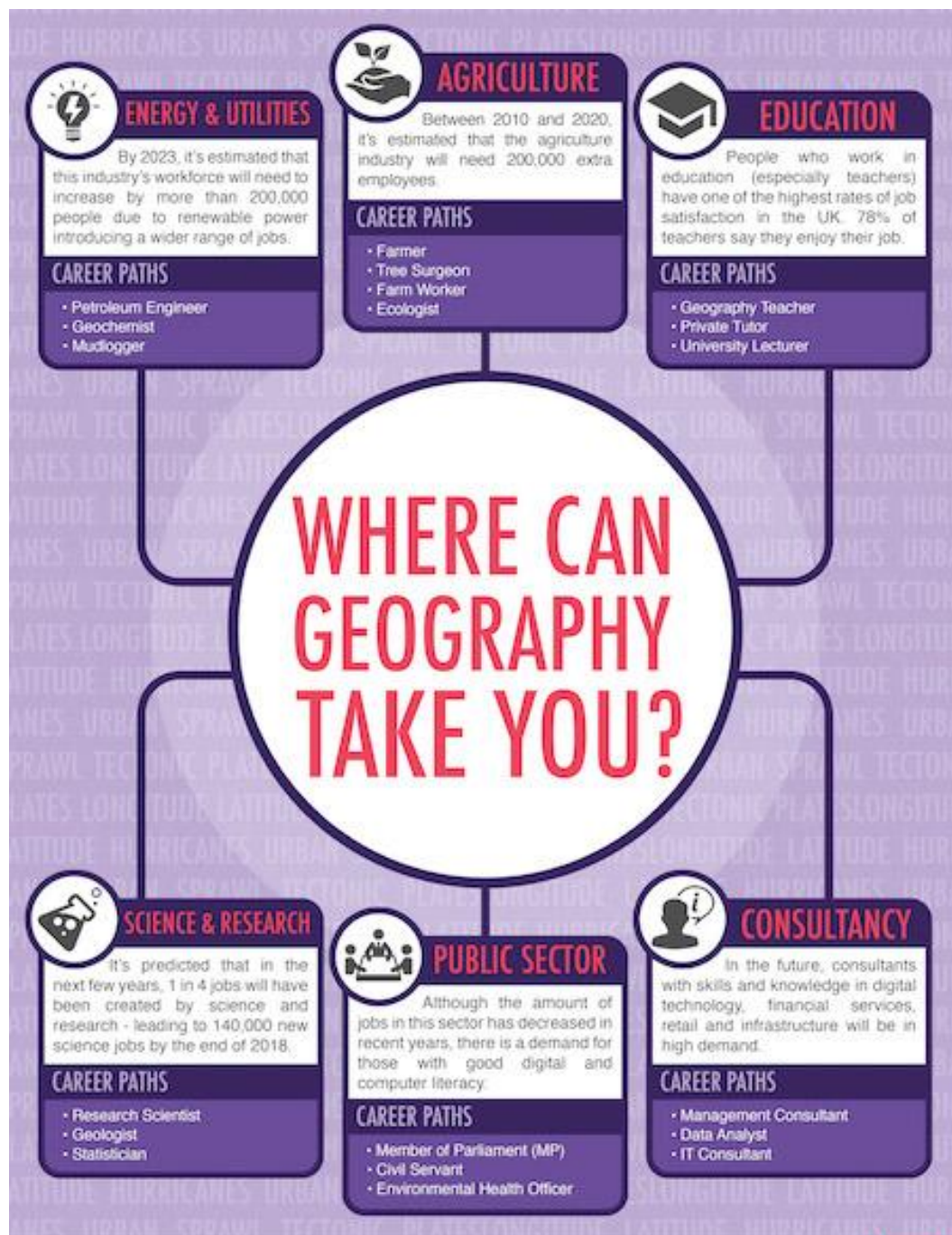
Geography & British Values at The Royal School



Geography & SMSC at The Royal School



Throughout their geographical journeys students are advised of the links to careers that could be linked to different topics taught and these career links are noted on all schemes of work. This contributes towards the school's progress. A range of tasks, resources, materials, displays and discussions help raise student awareness of the avenues that geography can help provide a route in to. An example is shared below.



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Data sources: LinkedIn, Guardian OPI, ONS, ITC, Department for Media, Culture & Sport, Bright Grid, ONS



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Chronological Curriculum From September 2025 for Years 7, 8, 9, 10, 12 and 13

Year Group	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5
7	What is Geography?	Fantastic Places	Ecosystems	Almighty Dollar	Glaciers
8	Tectonic Hazards	Are humans the cause or solution to global issues?	Weather and Climate	Population and Development	Rivers
9 (AQA GCSE)	Resource Management	Water Resources and Living World: Ecosystems	Living World: Tropical Rainforest	Living World: Hot Deserts	Urban World: Megacities and Lagos
10 (AQA GCSE)	Urban World: UK	Physical Landscapes: Rivers	Fieldwork	Physical Landscapes: Coasts	Economic World: Nigeria
11 (AQA GCSE)	Economic World: UK	Hazards: Tectonics	Hazards: Weather	Revision/Pre-release	External Examinations
12 (OCRA Level)	P1: Coasts P2: Changing Spaces; Making Places	P1: Coasts P2: Changing Spaces; Making Places	P1: Earth's Life Support Systems P2: Migration	NEA	P1: Earth's Life Support Systems P2: Human Rights
13 (OCRA Level)	NEA	P3: Hazards P3: Disease Dilemmas	P3: Hazards P3: Disease Dilemmas	Revision	External Examinations

Chronological Curriculum Previous to September 2025: (For Year 11 only)

Year Group	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5
11 (AQA GCSE)	Economic World	Living World	Resource Management	Pre-release	External Examinations

Geography KS3 Curriculum Mapping

National curriculum content		Year 7	Year 8	Year 9 (GCSE foundation year)
Aims: The national curriculum for geography aims to ensure that all pupils:				
develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes		<p>“What is Geography?” topic refreshing geography skills, including fieldwork.</p> <p>“Fantastic Places” topic to consolidate knowledge of continents and oceans location which they covered in KS2.</p> <p>Named case study locations studied within topics are located during lessons to provide contextual locational knowledge.</p>	<p>Named case study locations studied within topics are located during lessons to provide contextual locational knowledge.</p> <p>An example task would be describing patterns on world maps such as population density in the “Population” topic.</p>	All case studies covered are plotted on a world map and updated throughout the course.
Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time		<p>Topics in Year 7 include:</p> <ol style="list-style-type: none"> 1. 1. What is Geography? 2. 2. Fantastic Places 3. 3. Ecosystems 4. 4. Almighty Dollar 5. 5. Glaciers <p>Though some topics lend themselves more to human or physical geography there are elements of both in every topic.</p>	<p>Topics in year 8 include:</p> <ol style="list-style-type: none"> 1. 1. Tectonic Hazards 2. 2. Global issues 3. 3. Weather and climate 4. 4. Population and development 5. 5. Rivers <p>Though some topics lend themselves more to human or physical geography there are elements of both in every topic.</p>	<p>Topics in Year 9 include:</p> <ol style="list-style-type: none"> 1. 1.Resource Management 2. 2. Water resources 3. 3. Ecosystems 4. 4. Tropical Rainforests 5. 5. Hot Deserts 6. 6. Megacities <p>This enables students to develop understanding of a range of human and physical features and processes.</p>
Are competent in the geographical skills needed to:	collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	<p>Students will have opportunity to complete fieldwork and collect data around the school site in the “What is Geography?” topic. Students will have opportunity to analyse this data and report on their findings through follow up work.</p> <p>There is also a possible fieldtrip opportunity to Cadbury World (Almighty Dollar), or Birmingham Botanical Gardens (Ecosystems).</p>	<p>Students will have opportunity to complete fieldwork and collect data around the school site in the “Weather and climate” topic. Students will have opportunity to analyse this data and report on their findings through follow up work.</p> <p>There is also a possible fieldtrip opportunity to a local river (rivers).</p>	Y9 fieldwork opportunities include use of the school site for ecosystems, Birmingham Botanical Gardens (rainforests)
	Interpret a range of sources of geographical information, including maps,	<p>Plentiful opportunities for building geographical skills exist within each topic but particularly in <i>What is Geography?</i> topic.</p> <p>Recall and retention tasks across all topics commonly</p>	Plentiful opportunities for building geographical skills exist within each topic such as global tectonic plates, global population distribution.	Developing geographical skills is a priority and there are lots of starter tasks throughout the different topics that expose students to a range of information such as

	diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	feature source or figure analysis requiring students to interpret a range of information and develop their skills. Specific examples: Maps –when practicing map skills Diagrams Aerial photographs Graphs	Use of climate graphs in weather and climate and ecosystems topics.	maps, diagrams and aerial photographs. Diagrams are a key feature in physical topics and used to demonstrate a range of concepts such as the nutrient cycle or structure of the rainforest.
	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length	Plentiful opportunities for building geographical skills exist within each topic but students have particular opportunity to develop: Maps – feature in What is Geography? when practicing map skills and in Fantastic Places when locating places and describing their ideas. Numerical & qualitative skills – interpreting and drawing graphs in fieldwork and “Almighty Dollar” Students have opportunity for writing at length, for example in “what is our place in the world?” and “What does the World do for us?” when developing PEEL paragraphs and in Glaciers when describing and explaining key physical processes.	Plentiful opportunities for building geographical skills exist within each topic but students have particular opportunity to develop: Maps are used for example when locating hazards or case study examples across several topics. Numerical & qualitative data skills are developed through tasks embedded in each topic for instance analysing and creating graphs relating to development indicators in “Population and development and climate graphs in “Weather and climate”	Plentiful opportunities for building geographical skills exist within each topic but students have particular opportunity to develop: Maps when locating a range of named case study examples and working with maps showing location of global biomes. Numerical and qualitative skills are also used across the topics for instance when investigating development indicators in Urban Issues and Challenges or interpreting information on climate of ecosystems. Extended writing features heavily when applying knowledge, skills and understanding throughout the topics.
Locational Knowledge – extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world, key physical and human characteristics, countries and major cities to focus on:				
Africa,	focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics	Plentiful opportunities for building locational knowledge exist within each topic but students have particular opportunity to develop: The environmental region of Africa – feature in “Ecosystems” when locating places and describing their ideas. In “Almighty Dollar” topic– students have the opportunities to look at some countries in Africa and how they compare to the rest of the world and what they can do to reduce the development gap.	Plentiful opportunities for building locational knowledge exist within each topic but students have particular opportunity to develop: The environmental region of Africa – feature in “Ecosystems”. In “Population and development”, and “Almighty Dollar”– students have the opportunities to look at some countries in Africa and how they compare to the rest of the world and what they can do to reduce the development gap. In “Ecosystems” the students also have the opportunity to look at the characteristics of a hot deserts.	Students learn about the location of Lagos in Nigeria in “Urban Issues & Challenges” and Lagos’s importance and location within Africa and the wider World

Russia,		<p>Plentiful opportunities for building locational knowledge exist within each topic but students have particular opportunity to develop: The environmental region of Russia – feature in “What makes a place fantastic?” when locating places and describing their ideas.</p> <p>In “Almighty Dollar” the students also have the opportunity to look at Russia’s role in globalisation.</p>		
Asia (including China and India), and the,		<p>Plentiful opportunities for building locational knowledge exist within each topic but students have particular opportunity to develop: The environmental region of Asia – feature in “Fantastic Places” when locating places and describing their ideas. They will also look at the key human and physical features of the countries of the region.</p> <p>In “Almighty Dollar” the students also have the opportunity to look at Asia’s role in globalisation.</p> <p>In “Glaciers” the students also have the opportunity to look at the importance of glaciers to the population of Asia.</p>	<p>In “Population and development” the students also have the opportunity to look at population management in China.</p> <p>Students will look at the impact of tectonic plates on Asia and consider the impact of the associated hazards as well as evaluate management strategies.</p>	Links to these regions through discussion in Urban Issues & Challenges topic
Middle East,		<p>Plentiful opportunities for building locational knowledge exist within each topic but students have particular opportunity to develop: The environmental region of the Middle East – feature in “Fantastic Places” when locating places and describing their ideas. They will also look at the key human and physical features of the countries of the region.</p> <p>In “Almighty Dollar” the students also have the opportunity to look at the Middle East’s role in globalisation.</p>		
Place Knowledge - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within:				
Africa,		<p>Plentiful opportunities for building place knowledge exist within each topic but students have particular opportunity to develop: The environmental region of Africa – feature in “Fantastic places” when they look at the key human and physical features and compare them to other fantastic places around the world.</p>	Students look at impacts of climate change in different areas for different people.	Students learn about the location of Lagos in Nigeria in Urban Issues & Challenges and Lagos’s importance and location within Africa and the wider World

	In "Almighty Dollar" the students also have the opportunity to look at the Nigeria's role in globalisation, and how this affects the quality of life for the population.		
and of a region within Asia	Plentiful opportunities for building place knowledge exist within each topic but students have particular opportunity to develop: The environmental region of Asia – feature in "Fantastic Places" when they look at the key human and physical features and compare them to other fantastic places around the world.	Plentiful opportunities for building place knowledge exist within each topic but students have particular opportunity to develop: The environmental region of Asia – feature in "Population and development" – students have the opportunities to look at some countries in Asia and how they compare their development indicators to the rest of the world. In "Population and development" the students also have the opportunity to look at what China has done to cope with overpopulation.	

Human and Physical Geography - understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

physical geography relating to:	geological timescales and plate tectonics;	Plentiful opportunities for building geographical skills and key processes exist within each topic but students have particular opportunity to develop: Geological timescales – feature in "Glaciers" when practicing graph skills and looking at past ice ages.	Plentiful opportunities for building geographical skills and key processes exist within each topic but students have particular opportunity to develop: Plate tectonics – feature in "Natural hazards" when the structure of the earth and the movement of the earth's crust over time. Geological timescales – feature in "Weather and Climate" when looking at climate change over time.	
	rocks, weathering and soils;	Plentiful opportunities for building geographical skills and key processes exist within each topic but students have particular opportunity to develop: Rocks, weather and soils as they feature in "Weather and climate" and "Glaciers". It also features in "Ecosystems" as we look at how plants and animals survive in the Rainforest.	Plentiful opportunities for building geographical skills and key processes exist within each topic but students have particular opportunity to develop: Rocks, weather and soils as they feature in "Natural hazards?" through looking at the structure of the earth. Rivers topic includes weathering and erosion and how these create landforms.	
	weather and climate, including the change in climate from the Ice Age to the present;	Plentiful opportunities for building geographical skills and key processes exist within each topic but students have particular opportunity to develop: Weather and climate – feature in "Glaciers" as we look at what the UK climate was like during the Ice Age.	Plentiful opportunities for building geographical skills and key processes exist within each topic but students have particular opportunity to develop: "Weather and climate" features weather and climatic hazards.	

	and glaciation, hydrology and coasts	Plentiful opportunities for building geographical skills and key processes exist within each topic but students have particular opportunity to develop: Glaciation – feature in “Glaciers” as we look at how glaciers form, move and shape land.	Rivers topic includes long and cross profile, processes and landforms, and causes of flooding. Also look at water cycle and drainage basin cycle.	
human geography relating to;	population and urbanisation	Plentiful opportunities for building human geography exist within each topic but students have particular opportunity to develop: Population – feature in “Almighty Dollar”	Population and development - as we look at world population and how it's changed over time. Factors affecting birth and death rates and how overpopulation can be managed.	Reference to megacities and the role of urbanisation in development.
	international development;	Plentiful opportunities for building human geography exist within each topic but students have particular opportunity to develop: International development– feature in “Fantastic Places” as how tourism has affected Kenya’s development. It also features in “Almighty Dollar” as we look at how the dollar affects different countries.	Plentiful opportunities for building human geography exist within each topic but students have particular opportunity to develop: International development– feature in “Population and development” as we look at Urbanisation and development.	Students begin to develop an awareness of this in Urban Issues & Challenges when studying the role of NGOs Students study the link between resource use and level of development.
	economic activity in the primary, secondary, tertiary and quaternary sectors;	Plentiful opportunities for building human geography exist within each topic but students have particular opportunity to develop: Economic activity– feature in Fantastic places and Almighty Dollar as we look at the different types of economic activity in the different regions.	Plentiful opportunities for building human geography exist within each topic but students have particular opportunity to develop: Economic activity– feature in “Population and development as we look at the different types of economic activity in the different regions and how this impacts development.	
	and the use of natural resources	Plentiful opportunities for building human geography exist within each topic but students have particular opportunity to develop: Natural resources– feature in “Almighty Dollar” and Ecosystems.	Plentiful opportunities for building human geography exist within each topic but students have particular opportunity to develop: Natural resources– feature in “What happens under our feet?” as we look why people choose to live by volcanoes	Students develop understanding of place-based specific information through the Resource Management topic
understand how human and physical processes interact to influence, and change landscapes, environments and the climate;	Plentiful opportunities for building on how human and physical process interact and change natural environment exist within each topic but students have particular opportunity to develop these in “Glaciers” and “Ecosystems”.	Plentiful opportunities for building on how human and physical process interact and change natural environment exist within each topic but students have particular opportunity to develop these in “Natural Hazards” and “Weather and climate”.	Impact of humans on ecosystems – in particular deforestation and desertification.	
and how human activity relies on effective functioning of natural systems	Plentiful opportunities for building on how human activity relies on effective functioning of natural systems exist within each topic but students have particular opportunity to develop these in “Glaciers”	Plentiful opportunities for building on how human activity relies on effective functioning of natural systems exist within each topic but students have particular opportunity to develop these in “Natural Hazards”	Students are taught this aspect through for example, resource management of water, energy and food, where urban areas develop and issues they face and ecosystems.	

Geographical skills and fieldwork			
build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field	Taught through Year 7 "What is Geography?" topic	Atlases used to gather information for example for development.	Atlases used when locating areas studied and key case studies or to gather information
interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs	Taught through Year 7 "What is Geography?" topic Opportunity to use aerial photographs to show areas studied	Map skills tasks used as part of recall & retention starter slides Links to topography can be made in Weather and Climate topic.	Map skills tasks used as part of recall & retention starter slides
use Geographical Information Systems (GIS) to view, analyse and interpret places and data	Taught through Year 7 "What is Geography?" topic and then there are links in other topics such as "Ecosystem" when creating maps and graphs linked to population density and distribution	Students develop maps in "Population and development" that can be used to illustrate a range of information and practice GIS.	GIS can be used to illustrate to students the location of resources, ecosystems and megacities.
use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information	Students will have opportunity to complete fieldwork and collect data around the school site in the "What is Geography?" topic. Students will have opportunity to analyse this data and report on their findings through follow up work. There is also a possible fieldtrip opportunity to Cadbury World or Birmingham Botanical gardens.	Students will have opportunity to complete fieldwork and collect data around the school site in the "Weather and climate" topic. Students will have opportunity to analyse this data and report on their findings through follow up work. Possible fieldwork trip opportunity to local river.	Y9 fieldtrip opportunities include Birmingham Botanical Gardens. There is also opportunity for small scale ecosystem fieldwork around the school site.

Geography Assessment Calendar 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Fieldwork	Hazards test	Resource management test	Urban Issues test	Economic development test	CSMP/ Coasts 1	Human rights/ ELSS 2
Learning Cycle 2	Map skills test	Global issues test	Energy resources test	Rivers test	Mocks	CSMP/Coasts 2	Mocks
Learning Cycle 3	Rainforest test	Microclimate fieldwork	Ecosystems test	Coasts test	Mocks	Mocks	Mocks
Learning Cycle 4	Almighty dollar poster	Population and development extended writing	Rainforest test	Mocks		Migration/ELSS	
Learning Cycle 5	Glaciers test	Rivers test	Hot desert test	Fieldwork test	GCSE/BTEC exams	Mocks	A level/BTEC exams

Geography Assessment Criteria



Year 7 Geography Grade Descriptors



	Working Below End of Year Expectations (WB)		Working Towards End of Year Expectations (WT)	Working At End of Year Expectations (WAT)	Working Above End of Year Expectations (WA)
Knowledge & Understanding of locations, places, processes, environments and different scales (AO1)	I can begin to identify areas studied but cannot always recall knowledge.	I can identify an area studied but cannot always recall knowledge.	I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.
Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (AO2)	I may begin to show I understand and can explain verbally at a very simple level with very detailed prompts.	I may be able to show I understand and can explain verbally at a simple level with detailed prompts.	I may be able to show understanding and explain at a simple level with limited prompts.	I offer very limited explanations of concepts, features and processes.	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.
Apply knowledge and understanding to interpret, analyse and evaluate geographical information (AO3)	I may begin to interpret information at a very simple level with very detailed prompts.	I may begin to interpret information at a simple level with detailed prompts.	I may be able to interpret information at a simple level with limited prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.
Select, adapt and use a variety of skills to investigate questions and issues and to communicate findings (AO4) Geographical Skills & Fieldwork & Numeracy	I may be able to select and use very simple numerical and geographical skills with very detailed prompts.	I may be able to select and use very simple numerical and geographical skills with detailed prompts.	I may be able to select and use simple numerical and geographical skills with limited prompts.	I am beginning to develop limited numerical and geographical skills.	I can use some basic numerical and geographical skills and techniques with limited accuracy.
Literacy	I am beginning to attempt to use some simple sentences. SPAG errors may be very frequent.	I use simple sentences and punctuation & SPAG errors may be frequent.	I attempt to organise my work but sequencing is sometimes inaccurate and confused. SPAG errors may be frequent	I offer limited ideas in a mostly organised way using simple sentences and limited geographical vocabulary. SPAG errors may be present.	I express basic ideas using simple structures using paragraphs and limited geographical vocabulary. My work may have SPAG errors.



Year 8 Geography Grade Descriptors



	Working Below End of Year Expectations (WB)	Working Towards End of Year Expectations (WT)	Working At End of Year Expectations (WAT)	Working Above End of Year Expectations (WA)
Knowledge & Understanding of locations, places, processes, environments and different scales (AO1)	I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.
Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (AO2)	I may be able to show understanding and explain at a simple level but sometimes might need prompts.	I offer very limited explanations of concepts, features and processes.	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	I show some developing understanding of concepts and give reasonable explanations of concepts, features and processes.
Apply knowledge and understanding to interpret, analyse and evaluate geographical information (AO3)	I may be able to interpret information at a simple level with some prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.
Select, adapt and use a variety of skills to investigate questions and issues and to communicate findings (AO4) Geographical Skills & Fieldwork & Numeracy	I may be able to select and use simple numerical and geographical skills with some prompts.	I am beginning to develop limited numerical and geographical skills.	I can use some basic numerical and geographical skills and techniques with limited accuracy.	I can use some basic numerical and geographical skills and techniques with developing accuracy.
Literacy	I attempt to organise my work but sequencing is sometimes inaccurate and confused. SPAG errors may be frequent	I offer limited ideas in a mostly organised way using simple sentences and limited geographical vocabulary. SPAG errors may be present.	I express basic ideas using simple structures using paragraphs and limited geographical vocabulary. My work may have SPAG errors.	I express basic well organised ideas with basic structures and geographical vocabulary. My work may have SPAG errors.



Year 9 Geography Grade Descriptors



	WB	WAT	WA
I can begin to identify areas studied but cannot always recall knowledge.	I have basic or developing knowledge of topics studied.	I have some clear knowledge of topics studied.	I have a thorough & relevant range of mainly accurate knowledge.
I may begin to show I understand and can explain verbally at a very simple level with very detailed prompts.	I show some basic developing understanding of concepts and give reasonable explanations of concepts, features and processes.	I show some clear understanding of concepts and can give clear explanations of concepts, features and processes.	I show thorough understanding of concepts and give thorough explanations of concepts, features and processes.
I may begin to interpret information at a very simple level with very detailed prompts.	I am beginning to interpret basic information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.	I can interpret information to offer explanations and make simple judgements informed by simple reasons and simple case study evidence to reach a basic conclusion.	I can interpret and begin to evaluate a range of geographical information to offer explanations with reference to figures or case study information.
I may be able to select and use very simple numerical and geographical skills with very detailed prompts.	I can use some basic numerical and geographical skills and techniques with developing accuracy.	I can use some basic numerical and geographical skills and techniques with accuracy.	I can use more complex numerical and geographical skills and techniques with developing accuracy.
I am beginning to attempt to use some simple sentences. SPAG errors may be very frequent.	I express basic well organised ideas with basic structures and geographical vocabulary. My work may have SPAG errors.	I begin to express clear well organised ideas using paragraphs and a variety of geographical vocabulary. My work may have SPAG errors.	I express clear well organised ideas using paragraphs accurately and a wide variety of geographical vocabulary. My work may have SPAG errors.



Year XX Learning Cycle review

Assessment matrix:

Year X	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations

Teacher Feedback:



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Pupil red pen response:

Questions I completed well:

Questions I need to develop further:

To close the gap/extend my learning I need to:

Signed (Student): _____

Date: _____