



Curriculum Map

Year 7, 8, 9

Skills descriptors

Map, Atlas and Fieldwork skills

Understanding and explaining processes

Structure and classifying

Powers of analysis and evaluation

Case study explanation

Geography – Map, Atlas and Fieldwork skills



YEAR 9

YEAR 8

YEAR 7

	<p>MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 8 student.</p>	<p>MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 9 student.</p>
YEAR 7	<p>MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 7 student.</p>	<p>MASTERING Students are capable of using a wide range of map and fieldwork skills and can use evidence from maps and fieldwork to support written answers and to give several reasons for patterns they have identified.</p>
YEAR 8	<p>MASTERING Students are capable of using a wide range of map and fieldwork skills and are confident using and comparing maps and graphs. They offer various reasons for patterns shown and can link these employing a wide variety of skills.</p>	<p>MASTERING Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 9 student.</p>
YEAR 9	<p>MASTERING Students are capable of using a wide range of map and fieldwork skills and are confident using and comparing maps and graphs. They offer various reasons for patterns shown and can link these employing a wide variety of skills.</p>	<p>MASTERING Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 9 student.</p>
MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 7 student.	<p>MASTERING Students are capable of using a wide range of map and fieldwork skills and can use evidence from maps and fieldwork to support written answers and to give several reasons for patterns they have identified.</p>	<p>MASTERING + Students are capable of using map, atlas and fieldwork skills to a level which is beyond the expectations of a year 9 student.</p>
MASTERING Students are capable of using a variety of map, atlas and fieldwork skills and are able to use evidence from these to support written answers. Students may provide reasons for patterns on maps or fieldwork data.	<p>SECURING Students are capable of using a variety of map, atlas and fieldwork skills and are able to use evidence from these to support written answers. Students may provide reasons for patterns on maps or fieldwork data.</p>	<p>SECURING Students are capable of using a variety of map, atlas and fieldwork skills and are able to use evidence from these to support written answers. Students may provide reasons for patterns on maps or fieldwork data.</p>
SECURING Students are capable of using a variety of map, atlas and fieldwork skills; data from maps and fieldwork may be used to support written work. Students may identify patterns on maps and in fieldwork data.	<p>DEVELOPING Students are capable of using a variety of map, atlas and fieldwork skills; data from maps and fieldwork may be used to support written work. Students may identify patterns on maps and in fieldwork data.</p>	<p>DEVELOPING Students are capable of using a variety of map, atlas and fieldwork skills and are able to use evidence from these to support written answers. Students may provide reasons for patterns on maps or fieldwork data.</p>
DEVELOPING Students can confidently use a variety of map and fieldwork skills (some more complex) however, they do not use them as well to support written work.	<p>ACQUIRING Students can confidently use a variety of map and fieldwork skills (some more complex) however, they do not use them as well to support written work.</p>	<p>ACQUIRING Students are capable of using a variety of map, atlas and fieldwork skills; data from maps and fieldwork may be used to support written work. Students may identify patterns on maps and in fieldwork data.</p>
ACQUIRING Students have an understanding of basic map and fieldwork skills such as 4 figure grid references and pedestrian counts.		

Geography – Understanding and explaining processes



YEAR 9

YEAR 7	YEAR 8	YEAR 9
<p>MASTERING + Students understand and can explain processes in geography to a level which is beyond the expectations of a year 7 student.</p>	<p>MASTERING + Students understand and can explain processes in geography to a level which is beyond the expectations of a year 8 student.</p>	<p>MASTERING + Students understand and can explain processes in geography to a level which is beyond the expectations of a year 9 student.</p>
<p>MASTERING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them through space and time. Students utilise key terminology to explain these processes with clarity and begin to explain the impact of these processes on the world around them. Diagrams are drawn which develop and assist their written explanations.</p>	<p>MASTERING Students show a developed understanding of how physical, human and/or environmental processes can change the world around them through space and time. Students utilise key terminology fully to explain these processes with clarity and the impact of these processes upon the world around them. Diagrams are very well annotated and used to further develop and clarify written explanations</p>	<p>MASTERING Students show a developed understanding of how physical, human and/or environmental processes can change the world around them through space and time. Students utilise key terminology fully to explain these processes with clarity and the impact of these processes upon the world around them. Diagrams are very well annotated and used to further develop and clarify written explanations</p>
<p>SECURING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them at various timescales. Students apply key terminology which demonstrates their level of understanding. Diagrams are well used and annotated.</p>	<p>SECURING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them at various timescales. Students apply key terminology which demonstrates their level of understanding. Diagrams are well used and annotated.</p>	<p>SECURING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them through space and time. Students utilise key terminology to explain these processes with clarity and begin to explain the impact of these processes on the world around them. Diagrams are drawn which are well annotated and referred to in their text.</p>
<p>DEVELOPING Students show an understanding of how physical, human and/or environmental processes can change the world around them at varying time scales. Students begin to make use of key terminology to explain these processes. Diagrams support written explanations but lack detailed annotations.</p>	<p>DEVELOPING Students show an understanding of how physical, human and/or environmental processes can change the world around them at varying time scales. Students begin to make use of key terminology to explain these processes. Diagrams support written explanations but lack detailed annotations.</p>	<p>DEVELOPING Students show a secure understanding of how physical, human and/or environmental processes can change the world around them at various timescales. Students apply key terminology which demonstrates their level of understanding. Diagrams are well used and annotated.</p>
<p>ACQUIRING Students begin to show an understanding of how simple physical, human and/or environmental processes change the world around them though are unlikely to apply key terms. Diagrams are unclear or do not add much additional information.</p>	<p>ACQUIRING Students begin to show an understanding of how simple physical, human and/or environmental processes change the world around them though are unlikely to apply key terms. Diagrams are unclear or do not add much additional information.</p>	
<p>ACQUIRING Students are able to briefly describe or define physical, human and/or environmental processes. Little understanding of these key processes is shown. Diagrams may be attempted.</p>		

Geography – Structure and classifying



YEAR 9

YEAR 7	YEAR 8	YEAR 9
<p>MASTERING + Students are capable of showing structure in their work and classification skills which are beyond the expectations of a year 7 student.</p>	<p>MASTERING + Students are capable of showing structure in their work and classification skills which are beyond the expectations of a year 8 student.</p>	<p>MASTERING + Students are capable of showing structure in their work and classification skills which are beyond the expectations of a year 9 student</p>
<p>MASTERING Students are able to classify reasons / effects e.g. as social, economic and environmental and provide reasons for their classification. Longer answers attempt to use classification as a means to structure their work. An introduction, main body and conclusion is used to give their work a clear sense of structure.</p>	<p>MASTERING Students correctly classify reasons/ effects as social, economic, environmental and political and clearly explain this classification. Longer answers use this classification as a means to structure their work. Students may begin to link the effects of different reasons / effects. An introduction, main body and conclusion is used to give their work structure, whilst topic sentences also begin to be employed</p>	<p>SECURING Students correctly classify reasons/ effects as social, economic, environmental and political and clearly explain this classification. Longer answers use this classification as a means to structure their work. Students may begin to link the effects of different reasons / effects. An introduction, main body and conclusion is used to give their work structure, whilst topic sentences also begin to be employed</p>
<p>SECURING Students can classify into groups such as physical, human and environmental. Students begin to give reasons for their classification. Classification is not used to structure work. An introduction, main body and conclusion is attempted as a means to structure their work.</p>	<p>DEVELOPING Students can classify into groups such as physical, human and environmental. Students begin to give reasons for their classification. Classification is not used to structure work. An introduction, main body and conclusion is attempted as a means to structure their work.</p>	<p>DEVELOPING Students are able to classify reasons / effects e.g. as social, economic and environmental and provide reasons for their classification. Longer answers attempt to use classification as a means to structure their work. An introduction, main body and conclusion is used to give their work a clear sense of structure.</p>
<p>DEVELOPING Students attempt to classify e.g. human, physical and environmental but no real justification or reasons are given. Students write in paragraphs to help structure and organise their work.</p>	<p>ACQUIRING Students attempt to classify e.g. human, physical and environmental but no real justification or reasons are given. Students write in paragraphs to help structure and organise their work.</p>	
<p>ACQUIRING Limited examples of reasons / impacts are given with minimal attempt to classify. There is no real sense of structure in written work.</p>		

Geography – Powers of analysis and evaluation



YEAR 9

YEAR 8

MASTERING +

Students are capable of showing powers of analysis and evaluation to a level which is beyond the expectations of a year 9 student.

YEAR 7

MASTERING +

Students are capable of showing powers of analysis and evaluation to a level which is beyond the expectations of a year 8 student.

MASTERING

Students are capable of judging the relevance and importance of many factors/ideas involved in an issue as well as weighing up and balancing ideas and views. Detailed conclusions are drawn and students manipulate information to support their points clearly stating the reasoning for their ideas.

MASTERING +

Students are capable of showing powers of analysis and evaluation to a level which is beyond the expectations of a year 7 student.

MASTERING

Students can judge the relevance and importance of several contributing factors/ideas drawing valid conclusions supported by factual evidence. Their written work balances information from a range of sources with suggestion of their reasoning.

SECURING

Students can judge the relevance and importance of several contributing factors/ideas drawing valid conclusions supported by factual evidence. Their written work balances information from a range of sources with suggestion of their reasoning.

MASTERING

Students can identify the key factor or idea in a given issue. Their written work begins to weigh up and balance views/ideas. Conclusions are drawn but are supported by limited evidence. Reasons begin to be offered for their thinking.

SECURING

Students can identify the key factor or idea in a given issue. Their written work begins to weigh up and balance views/ideas. Conclusions are drawn but are supported by limited evidence. Reasons begin to be offered for their thinking.

DEVELOPING

Students can identify the key factor or idea in a given issue. Their written work begins to weigh up and balance views/ideas. Conclusions are drawn but are supported by limited evidence. Reasons begin to be offered for their thinking.

SECURING

Students are able to identify the key factor or opinion being expressed. They can offer a range of factors or opinions but answers may lack balance. They draw simple conclusions without supporting evidence or reasoning.

DEVELOPING

Students are able to identify the key factor or opinion being expressed. They can offer a range of factors or opinions but answers may lack balance. They draw simple conclusions without supporting evidence or reasoning.

ACQUIRING

Students are able to identify the key factor or opinion being expressed. They can offer a range of factors or opinions but answers may lack balance. They draw simple conclusions without supporting evidence or reasoning.

DEVELOPING

Students can identify the most important factor from a list and begin to offer conclusions which may lack evidence and/or reasoning.

ACQUIRING

Students can identify the most important factor from a list and begin to offer conclusions which may lack evidence and/or reasoning.

ACQUIRING

Students provide a limited list of factors or ideas associated with the issue. Students describe the information.

Geography – Case study explanation



YEAR 9

YEAR 7	YEAR 8	YEAR 9
MASTERING + Students are capable of using case studies to exemplify and contrast to a level which is beyond the expectations of a year 7 student.	MASTERING + Students are capable of using case studies to exemplify and contrast to a level which is beyond the expectations of a year 8 student.	MASTERING + Students are capable of using case studies to exemplify and contrast to a level which is beyond the expectations of a year 9 student.
MASTERING Students use various pieces of case study information, they link these and provide explanations for these facts.	MASTERING Students appropriately use case study information to answer the question and provide comparative data when possible. Explanations for differences are given. There is an appreciation of positive and negative points linked to the case study as well as a sense of scale (global, national, local).	MASTERING Students carefully select appropriate and key case study information, provide explanations and categorise information (i.e. S, E, E or Primary vs Secondary). Positive and/or negative points are presented in a balanced way and contrasted with each other. There is implicit reference to the scale of the case study
SECURING Students provide case study information and begin to offer information and link explanations.	SECURING Students use various pieces of case study information, they link these and provide explanations for these facts.	SECURING Students appropriately use case study information to answer the question and provide comparative data when possible. Explanations for differences are given. There is an appreciation of positive and negative points linked to the case study as well as a sense of scale (global, national, local).
DEVELOPING Students provide various pieces of case study information, but none are linked or explained.	DEVELOPING Students provide case study information and begin to offer information and link explanations.	DEVELOPING Students use various pieces of case study information, they link these and provide explanations for these facts.
ACQUIRING Students may use a singular piece of information from a case study.		ACQUIRING Students provide case study information and begin to offer information and link explanations.