

Geography learning ladders Grade W - 9

| | Below-W | 1-2 | 3-5 | 6-7 | 8-9 |
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| GAO1 Geographical Knowledge | Recall of basic and/or generalised geographical facts and information about places, environments, concepts and locations. | Recall of numerous geographical facts and information about places, environments, concepts and locations at 2 or more scales. Key terms and definitions starting to be used. | Recall of a wider range of Geographical facts and information about places, environments, concepts and locations at a range of scales. Key terms and definitions used to good effect. | Accurate recall of facts and Geographical knowledge about places, environments, concepts and locations at a range of scales. Key terms and definitions are used effectively. Examples are given to demonstrate understanding. | Detailed and accurate recall of a full range of facts and Geographical knowledge about places, environments, concepts and locations at a range of scales. Knowledge, key terms and definitions used confidently and accurately. Clear examples are evident to demonstrate understanding. |
| GAO2a Physical Geography | Limited knowledge of physical landscapes and basic understanding of some processes. Can identify physical landforms and name some basic processes. | General knowledge of physical landforms and processes. Able to describe physical environments and basic processes that help to create them. Can begin to match landscapes with physical environments/ecosystems. | Good knowledge and understanding of physical landforms and processes. Able to describe how landforms are created using some specialist terms. Can locate landscapes within physical environments/ecosystems. | Secure understanding of physical landforms and how they have been created. A clear explanation of formation and geographical processes with use of specialist terms. Can describe the location of landscapes within physical environments/ecosystems. | Excellent knowledge and understanding of physical environments and how physical processes have led to the formation of physical features. A sound explanation with excessive use of appropriate specialist terms. Can explain the location of landscapes within physical environments/ecosystems. |

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| <p>GAO2b Human Geography and Citizenship</p> | <p>Basic awareness of human interactions with the world.</p> <p>Basic understanding of human change and human processes.</p> <p>Can discuss issues that affect them and others.</p> | <p>General awareness of human interactions with the world we live in.</p> <p>Begins to describe human changes and identify human processes.</p> <p>Can discuss issues that affect them and others, have developing a sense of empathy and a general understanding of other societies and cultures.</p> | <p>Good knowledge of human interactions with the physical world.</p> <p>Describes human processes and change occurring at different scales.</p> <p>Starting to build a knowledge of how humans interact and impact upon the world.</p> <p>Can discuss in detail issues that affect them and others, a clear sense of empathy is shown along with a good understanding of other societies and cultures.</p> | <p>Detailed knowledge and understanding of human interactions with and use of the physical world.</p> <p>Explains human impact and the human processes that occur on different scales and at different levels of development.</p> <p>Explanation of how significant the impact is on the world and why human interactions are so important.</p> <p>Demonstrates detailed understanding of issues from a range of scales, a clear sense of empathy is shown along with a secure understanding of other societies and cultures.</p> | <p>Secure knowledge and understanding of human interactions with and use of the physical world.</p> <p>Explains human processes with confidence and assesses human impact on a variety of scales. Complex explanations of the potential impacts of human interactions with the world.</p> <p>Demonstrates complex understanding of issues from a range of scales with an excellent understanding of other societies and cultures.</p> |

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| GAO2c Environmental change and Sustainability | <p>Can identify basic links between the human and physical world.</p> <p>Can recognise humans have an impact on the world around them.</p> | <p>Can identify and describe one or two links between the physical and human world.</p> <p>Begin to identify how people can both improve and sustain the environment.</p> <p>Recognise people will have different views about environmental issues.</p> <p>Begins to make links to land based studies.</p> | <p>Explains some ways that human activities cause environments to change.</p> <p>Shows an awareness of sustainable development; suggests some ways this could be put into practice.</p> <p>Recognises the range of views people have about environmental interaction and change.</p> <p>Developing an understanding of the need for conservation and sustainable development.</p> <p>Links learning to land based studies with effect.</p> | <p>Clear explanation of the ways in which human activities cause environments to change both positively and negatively.</p> <p>Compares sustainable and other approaches to managing environments.</p> <p>Recognises and explains how conflicting demands on the environment may arise, able to explain why there will be a conflict of interest.</p> <p>Appreciate that different values and attitudes can result in different approaches to environmental interaction and change.</p> <p>Understands the importance of conservation and sustainable development and relates to land based studies with accuracy.</p> | <p>Accurately explains that many factors influence decisions made about sustainable development and other approaches to managing places/ environments.</p> <p>Understands impacts can occur on a variety of scales and justifies how places are affected by actions and events elsewhere.</p> <p>Analyses how human actions may have consequences and that change can sometimes lead to conflict.</p> <p>Understands how the interaction between people and environments may result in complex and unintended changes.</p> <p>Accurately demonstrates a range of views about environmental interaction.</p> <p>Understands the importance of conservation and sustainable development, relates to land based studies with accuracy and confidence.</p> |

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| <p>GAO3 Decision making</p> | <p>Can ask questions to find information which may not always be geographically relevant.</p> <p>Makes sweeping generalisations to Suggest a decision.</p> | <p>Begins to ask suitable questions to find information.</p> <p>Uses some low level skills and sources to help answer geographical questions.</p> <p>Begins to suggest a decision, with one to two unsupported reasons.</p> | <p>Begins to suggest suitable geographical questions.</p> <p>Uses a range of geographical skills to help investigate places and environments at local and regional scales.</p> <p>Describes without explanation decisions made, giving one or two reasons to support. Uses sources as evidence in decision making.</p> <p>Identifies there are opposing decisions, giving reasons why these have been rejected.</p> <p>Links the decision to one or two stakeholder.</p> <p>Carries out own research to further geographical understanding.</p> <p>Begins to apply understanding from outside world.</p> | <p>Asks suitable geographical questions to find relevant information.</p> <p>Makes decisions using a variety of skills and sources, explains decisions giving several well selected resources to support.</p> <p>Recognises opposing decisions, suggests appropriate reasons for rejecting these decisions. Is able to link the decision and rejected decisions to appropriate stakeholders.</p> <p>Carries out own research to further geographical understanding and makes use of research within classwork and homework.</p> | <p>Confidently asks appropriate geographical questions to find relevant information.</p> <p>Clearly explains and justifies decisions, carefully selecting resources to support.</p> <p>Explains why the opposing decisions have been rejected, also giving evidence to support.</p> <p>Links to all stakeholders, appropriate links between different stakeholders and their views on each decision. Including which stakeholders would benefit/wouldn't benefit.</p> <p>Carries out own relevant research to further geographical understanding and effectively makes use of research within classwork and homework.</p> |

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| GAO4 Geographical Skills | <p>Attempts to use basic cartographic, graphical, numerical and statistical skills, often with inaccuracies.</p> <p>Sometimes attempts to use basic geographical terms.</p> <p>Can identify 4 point compass directions, can use 4 figure grid references and can locate the continents.</p> <p>Identifies familiar features on maps/ photographs and identifies some geographical patterns.</p> | <p>Attempts to use basic geographical words.</p> <p>Uses a selection of resources available.</p> <p>Uses a limited range of cartographic, graphical, numerical and statistical skills.</p> <p>Recognise features of an OS map, can use 4 figure grid references and begins to use 6 figure. Begins to understand and use other maps skills such as relief, scale and distance.</p> <p>Identifies familiar and unfamiliar features on maps/ photographs.</p> <p>Identifies and describes geographical patterns and recognises maps of different scales.</p> <p><u>With guidance, uses knowledge of familiar situations to respond to unfamiliar tasks.</u></p> | <p>Use a range of geographical words.</p> <p>Uses a selection of resources and begins to make links between them.</p> <p>Uses a range of cartographic, graphical, numerical and statistical skills.</p> <p>Confidently uses 4/6 figure grid references on an OS map and begins to use other map skills such as relief, scale and distance.</p> <p>Recognises and is able to describe familiar and unfamiliar features on maps/photographs. Begins to describe significant physical and human features on a range of maps at all scales. Offers reasons for patterns.</p> <p><u>Recognises prior learning and knowledge could be used to respond to unfamiliar tasks.</u></p> | <p>Effectively uses a range of geographical words.</p> <p>Suggests an appropriate sequence of investigation.</p> <p>Selects a range of resources and evidence, identifying potential bias.</p> <p>Present findings clearly and bases conclusions on evidence.</p> <p>Uses a wide range of cartographic, graphical, numerical and statistical skills.</p> <p>Confidently uses 6 figure grid references on an OS map, along with other map skills including relief, scale and distance.</p> <p>Recognise and be able to explain familiar and unfamiliar features on maps/photographs. Describes and explains significant physical and human features and patterns on a range of maps at all scales.</p> <p><u>Identifies links between prior learning and adapts knowledge to respond to unfamiliar tasks</u></p> | <p>Effectively uses a wide range of geographical words.</p> <p>Develops an enquiry using a range of relevant and critically evaluated sources of evidence.</p> <p>Justify findings with well-reasoned conclusions and links them to wider contexts and issues.</p> <p>Confidently use modern technologies including GIS.</p> <p>Confidently uses 6 figure grid references on an OS map along with other map skills with ease.</p> <p>Recognises and confidently explains familiar and unfamiliar features on maps/ photographs. Explains significant physical and human features and patterns on a range of maps at all scales.</p> <p><u>Make links between prior learning and be able to adapt effectively to unfamiliar situations.</u></p> |

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| AO5. Communication and Enquiry | <p>Most of the response repeats the question or is very much generalised.</p> <p>Work may consist of low level sentences, lists or bullet points.</p> <p>Basic key terms are used.</p> | <p>Simple comments are made, lacks development or secure links to the question.</p> <p>Work is written in sentences with full stops and capital letters.</p> <p>Attempts are made to use the PEE technique.</p> <p>Key terms are occasionally used with good effect.</p> <p>Reference is made to the resources provide.</p> | <p>Description and explanation evident.</p> <p>Extended work includes introductions and conclusions.</p> <p>The PEE technique is used with confidence.</p> <p>Resources are used with good effect to demonstrate understanding.</p> <p>Key terms are used regularly to good effect.</p> <p>Further research is regularly carried out to further understanding.</p> | <p>Extended writing selects, deploys and organises relevant information.</p> <p>Work starts with a relevant introduction and conclusion.</p> <p>The PEE technique is used accurately, as are quotations with effective descriptions and explanations.</p> <p>A range of key words and terms are used with flair.</p> <p>Arguments are balanced and well supported. Judgements are made but lack clarity or extension.</p> | <p>Extended writing is detailed and precise, coherent and adapted to the context.</p> <p>Work always starts with a relevant introduction and conclusion.</p> <p>The PEE technique is used with flair which is consistently precise with coherent narratives, descriptions and explanations.</p> <p>A wide variety of key words and terms are used regularly and with effect. A balanced argument is supported by a judgement which compares points/ factors convincingly and is backed up by evidence. Also judgement is analytical, recognising that causes/events etc. are complicated but can analyse to reach their judgement often putting their points in a hierarchy.</p> |

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| AO6. Social, Moral and Cultural Exploration | <p>Basic understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Can give their basic view.</p> | <p>General understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Recognises that other outlooks exist but may not always so appreciation of them.</p> <p>Can put their view across with confidence but may not be back up with accurate reasoning.</p> | <p>Secure understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Recognition that there are often two ways of looking at events/ideas/etc.</p> <p>Can put their view across with confidence and in a convincing manner supported with clear explanation.</p> <p>Can give reasons for their opinions and ideas.</p> | <p>Detailed understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Clearly understands that there are often many of looking at events/ideas/ etc.</p> <p>Can put their view across with confidence and in a convincing manner supported with explanation and evidence.</p> <p>Can provide good reasoning for their opinions and ideas.</p> | <p>Deep and thorough understanding, interpretation and discussion of issues and current affairs related to students social, moral and cultural understanding.</p> <p>Clearly understands that there are often many of looking at events/ideas/ etc. which can be linked to different stakeholder/ groups.</p> <p>Can put their view across with confidence and in a convincing manner supported with explanation and evidence.</p> <p>Can provide well-balanced reasoning for their opinions and ideas.</p> |