



## Key Stage 3 Summary of Progress

### Age Expected Indicators for Geography

Progress Code	Year 7	Year 8	Year 9
<b>Significantly Below Age Expectation</b>	<ul style="list-style-type: none"> <li>• Able to use some geographical skills with some accuracy and support E.g., grid references, atlases.</li> <li>• Able to interpret some maps and graphs with some accuracy and support E.g., atlases, climate graphs.</li> <li>• Able to recall some key geographical knowledge E.g., examples of human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to use key geographical skills with some accuracy and support E.g. grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs with some accuracy and support E.g. choropleth maps, climate graphs.</li> <li>• Able to recall key knowledge E.g., examples of human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills with support E.g. grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs with support E.g. choropleth maps, climate graphs.</li> <li>• Able to describe and explain geographical processes in simple terms E.g., tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with basic use of case study knowledge.</li> </ul>
<b>Below Age Expectation</b>	<ul style="list-style-type: none"> <li>• Able to use key geographical skills with some accuracy and support E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs with some accuracy and support E.g., choropleth maps, climate graphs.</li> <li>• Able to recall key knowledge E.g., examples of human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills with support E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs with support E.g., choropleth maps, climate graphs.</li> <li>• Able to describe and explain geographical processes in simple terms E.g., tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with basic use of case study knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills with some support E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs with some support E.g. choropleth maps, climate graphs.</li> <li>• Able to clearly describe and explain geographical processes E.g., tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with basic use of case study knowledge.</li> </ul>
<b>Working At Age Expectation</b>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills with support E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs with support E.g. choropleth maps, climate graphs.</li> <li>• Able to describe and explain geographical processes in simple terms E.g., tectonics, urbanisation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills with some support E.g. grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs E.g., choropleth maps, climate graphs.</li> <li>• Able to clearly describe and explain geographical processes E.g., tectonics, urbanisation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills without support E.g., grid references, atlases.</li> <li>• Able to accurately interpret a range of maps and graphs E.g. choropleth maps, climate graphs.</li> <li>• Able to clearly describe and explain geographical processes E.g., tectonics, urbanisation, etc.</li> </ul>



	<ul style="list-style-type: none"> <li>• Able to recall key knowledge with basic use of case study knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to recall key knowledge with basic use of case study knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to recall key knowledge with clear use of case study knowledge.</li> <li>• Able to offer basic assessment and discuss key geographical issues E.g., pros and cons of management, conflict of opinions, etc.</li> </ul>
<b>Above Age Expectation</b>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills with some support E.g. grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs E.g. choropleth maps, climate graphs.</li> <li>• Able to clearly describe and explain geographical processes E.g., tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with basic use of case study knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills without E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs E.g. choropleth maps, climate graphs.</li> <li>• Able to clearly describe and explain geographical processes E.g., tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with clear use of case study knowledge.</li> <li>• Able to offer basic assessment and discuss key geographical issues E.g., pros and cons of management, conflict of opinions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs E.g., choropleth maps, climate graphs.</li> <li>• Able to describe and explain in detail key geographical processes E.g. tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with clear use of case study knowledge.</li> <li>• Able to offer clear assessment and discuss key geographical issues E.g., pros and cons of management, conflict of opinions, etc.</li> <li>• Able to offer basic justification and evaluation of key geographical issues.</li> </ul>
<b>Significantly Above Age Expectation</b>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills without E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs E.g., choropleth maps, climate graphs.</li> <li>• Able to clearly describe and explain geographical processes E.g. tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with clear use of case study knowledge.</li> <li>• Able to offer basic assessment and discuss key geographical issues E.g. pros and cons of management, conflict of opinions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills without E.g. grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs E.g. choropleth maps, climate graphs.</li> <li>• Able to describe and explain in detail key geographical processes E.g. tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with clear use of case study knowledge.</li> <li>• Able to offer clear assessment and discuss key geographical issues E.g. pros and cons of management, conflict of opinions, etc.</li> <li>• Able to offer basic justification and evaluation of key geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accurately use key geographical skills E.g., grid references, atlases.</li> <li>• Able to interpret a range of maps and graphs E.g. choropleth maps, climate graphs.</li> <li>• Able to clearly describe and explain geographical processes E.g., tectonics, urbanisation, etc.</li> <li>• Able to recall key knowledge with detailed use of case study knowledge.</li> <li>• Able to offer clear assessment and discuss key geographical issues E.g. pros and cons of management, conflict of opinions, etc.</li> <li>• Able to offer clear justification and evaluation of key geographical issues.</li> </ul>



**Learning Review Window 1**

Tuesday 7<sup>th</sup> January 2025 until Friday 24<sup>th</sup> January 2025

**Learning Review Window 2**

Monday 16<sup>th</sup> June 2025 until Friday 4<sup>th</sup> July 2025

*During these learning review windows students will be assessed in each of their subjects against the progress codes outlined. The actual date and nature of these assessments will be outlined by individual subject teachers ahead of the learning review window.*

*Assessment summary reports, including information about attendance and attitude to learning are issued following these learning review windows.*