

KEY STAGE 3 PROGRESS LADDER

SUBJECT: **Geography**



STM STAGE

1

Basics from Previous Stage:

Geographical Content

- Identify places in the UK and give examples of locations.
- Name the processes e.g. erosion and be able to put a sequence of information in order.
- Identify the difference between physical and human geography.
- Identify the 3 different scales in geography.
- Define the GeoTrio: social, economic and environmental.
- Use geographical terms.

Skills

- Draw and label field sketches and sketch maps.
- Use and interpret ground, aerial and satellite photographs and be able to identify features.
- Demonstrate map skills e.g. coordinates, directions (NESW) and height on land with contours.
- Complete simple graphs e.g. bar and line graphs.

Command Words

- Identify** - Name an example.
- State** - Express in clear terms.
- Name** - Give an example.
- Give** - State or name.
- Define** - Give a definition.

2

**Identify
Give
Define
Name
State**

Geographical Content

- Identify regions across the world and the UK.
- Describe geographical processes e.g. erosion and be able to explain where it fits into a sequence.
- Explain the positives and negatives people can have on the environment.
- Describe and begin to give reasons for trends on various scales.
- Categorise effects into the GeoTrio: social, economic and environmental.
- Use geographical terminology accurately.
- Identify sustainability.

Skills

- Draw, label, understand and interpret sketch maps using grid references and infer human activity from map evidence.
- Demonstrate map skills e.g. different scales of maps, combinations of representations of heights on land to analyse the features on the landscape.
- Annotate diagrams.
- Construct and understand cross sectional diagrams.
- Draw and interpret simple pie charts, bar and line graphs.

Command Words

- Describe** - Say what something is like. No explanation is needed.
- Explain** - Set out the causes, purpose or reasons.
- Simple Sequencing** - To put something into an order.
- Compare** - Identify similarities and differences.

3

**Describe
Explain
Reason
Simple sequencing
Compare & Contrast**

Geographical Content

- Outline the differences between HICs and LICs and support using examples.
- Describe and explain geographical processes and features and show the links between them.
- Make links across the four geographical scales: global, national, regional and local.
- Explain how people can impact on the environment.
- Give reasons for and against an argument and come to a conclusion.
- Explain solutions to issues.
- Name the three components of sustainability.

Skills

- Draw inferences about the physical and human landscape by interpretation of map evidence.
- Interpret cross sections and transects of physical and human landscapes.
- Draw and interpret complex pie charts.
- Construct and analyse divided bars and scatter graphs.
- Calculate averages i.e. mean, mode and median.

Command Words

- Outline** - Summarise the main points.
- Link** - A relationship between two or more things.
- Trends** - How something is changing.
- Relationships** - The way in which two or more things are connected.
- Intricate sequencing** - To put something into a detailed/complex order.

4

**Links
Trends
Relationships
Intricate sequencing
Outline**

Geographical Content

- Confidently locate HICs, LICs and NEEs. Support answers with a case study.
- Examine how various factors can influence different outcomes.
- Examine impacts using the GeoTrio.
- Come to a conclusion on the most important impact.
- Examine to what extent people have an impact on the environment.
- Use stakeholders to help make judgements.
- Use evidence to support conclusions.
- Evaluate solutions to issues and identify which areas of sustainability are met.

Skills

- Analyse compound bar and line graphs.
- Interpret choropleth, dot maps, desire lines and flow lines.
- Construct these presentation techniques.
- Interpret numerical data: magnitude and frequency.
- Calculate % increase and decrease.

Command Words

- To what extent** - Judge the importance of something.
- Examine** - Consider carefully and provide a detailed account of the indicated topic.
- Evaluate** - Make judgements about which is most or least effective.

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**To what extent
Examine
Evaluate**

Geographical Content

- Can construct a reasoned argument reflecting a complex knowledge of HICs, LICs and NEEs and justify global patterns.
- Draw upon my knowledge of case studies and examples.
- Justify how an issue/factor can impact upon sustainability.
- Evaluate impacts at a range of scales: global, national, regional and local.
- Justify impacts using the GeoTrio: social, economic and environmental and evaluate how people and the environment can impact one another.
- Justify conclusions using evidence.
- Adapt solutions to include all 3 components of sustainability.

Skills

- Draw and analyse proportional diagrams e.g. proportional circles.
- Understand and interpret isoline maps.
- Identify and evaluate weaknesses in selective statistical presentation of data.
- Calculate the Interquartile Range and use it to evaluate data sets.

Command Words

- Justify** - Give evidence to support your ideas.
- Assess** - Weigh up which is the most/least important.