

Hexham Middle School
Progression of Age-Related Expectations

Geography	Year 5	Year 6	Year 7	Year 8
Geographical Knowledge	The UK and local area I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. I can recognise broad land-use patterns of the UK.	The world and continents I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.	The world and continents I can locate and understand key physical and human characteristics of Africa & Asia. I can locate cities, countries and regions of Africa & Asia on physical and political maps.	The world and continents I can locate and describe key physical and human characteristics of Africa and the Middle East. I can locate cities, countries and regions of Africa and the Middle East on physical and political maps.
	The world and continents I can locate cities, countries and regions on physical and political maps. I can describe key physical and human characteristics and environmental.			
Geographical Understanding	Physical themes I can describe what the climate of a region is like and how plants and animals are adapted to it. I can describe and understand a range of key physical processes and the resulting landscape features (water cycle & rivers).	Physical themes I understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. I understand how food production is influenced by climate. I understand how a mountain region was formed.	Physical themes I understand a range of physical processes and explain how these are responsible for the distinctive features of a place. I understand how physical processes affect the environment and impact of people living nearby.	Physical themes I can explain with understanding the processes which have shaped distinctive landscapes including the rock cycle, weathering and soils. I can demonstrate an awareness of geological timescales and understands the role plate tectonics has played in shaping our earth.
	Human themes I know and understand what life is like in cities and in villages and in a range of settlement sizes. I understand that products we use are imported as well as locally produced.			
	Understanding places and connections	Human themes I can describe a range of key physical processes and the resulting landscape features (earthquake & volcano). Human themes I can explain how the types of industry in the area have changed over time.	Human themes I understand the contrasts in levels of international development and how to measure development using a range of development indicators. I understand trends in world population change, distribution and the impact humans have on the environment.	Human themes I can describe the distribution of economic activity in the primary, secondary, tertiary and quaternary sectors. I can explain one sector in detail to show understanding of the growth, development and change over time.
			Understanding places and connections	Understanding places and connections

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	<p>I can know information about a region, its physical environment and climate, and economic activity.</p> <p>I understand how human activity is influenced by climate and weather.</p>	<p>I understand where our energy and natural resources come from.</p> <p>Understanding places and connections</p> <p>I can describe how a region has changed and how it is different from another region of the UK.</p> <p>I can describe hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>I begin to explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>I begin to explain several threats to wildlife/habitats.</p>	<p>I can explain how change can be managed or controlled and how this affects different groups of people.</p> <p>I understand geographical similarities and links between places through the study of human and physical geography of a region within Asia.</p>	<p>I can explain how human and physical processes interact to influence and change landscapes and environments such as managing hazards in risky places.</p> <p>I can explain and show understanding of similarities and links between places through the study of human and physical geography of a region within Africa.</p>
Geographical Skills and Enquiry	<p>Map and atlas work</p> <p>I can use physical and political maps to describe key physical and human characteristics.</p> <p>I can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>I can identify and use the eight points of a compass.</p> <p>Fieldwork and investigation</p> <p>I can make sketch maps of areas using symbols, a key and a scale.</p> <p>I can use digital maps to investigate features of an area.</p>	<p>Map and atlas work</p> <p>I can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>I can use four- and find six-figure grid references.</p> <p>Fieldwork and investigation</p> <p>I can present information gathered in fieldwork using a range of graphs.</p> <p>I can plan and carry out a fieldwork investigation using appropriate techniques.</p>	<p>Map and atlas work</p> <p>I can use GIS to view, analyse and interpret places and data.</p> <p>I can use globes, atlases, aerial and satellite photographs to locate places studied in relation to environmental regions, countries and major cities.</p> <p>I can use physical and political maps to describe key physical and human characteristics of regions of Russia and other parts of Asia.</p> <p>Fieldwork and investigation</p> <p>I can collect, analyse, and draw conclusions from geographical data.</p> <p>I can carry out a fieldwork investigation using appropriate techniques.</p>	<p>Map and atlas work</p> <p>I can use OS maps and thematic maps for specific purposes and can interpret height, slope, scale and grid references.</p> <p>I can use globes, atlases, aerial and satellite photographs to locate places studied in relation to environmental regions, countries and major cities.</p> <p>I can use physical and political maps to describe key physical and human characteristics of regions of Africa and the Middle East.</p> <p>Fieldwork and investigation</p> <p>I can collect, analyse, and draw conclusions and communicate geographical information in a variety of ways.</p> <p>I can plan and carry out a fieldwork investigation using appropriate techniques.</p>

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<p>Demonstrating Greater Depth in Geography</p>	<ul style="list-style-type: none"> • Pupils know why changes in geography take place in different ways. • Pupils able identify and describe the links between physical and human factors in geography and give reasoning as to why. • Pupils will be able to describe changes that have taken place by focussing on settlements built in deserts and explain how and why these changes have come about. • Pupils understand what a cause and/or effect is and what this looks like in geography. • Pupils will consider various physical features and focus on the cause(s) and effects they possess with detailed explanation as to how they occur. • Pupils will identify causes and how they influence physical features and processes. E.G What causes tectonic plates to move, what causes earthquakes, and in turn what is the effect of this. They will be able to show understanding through their explanations. • Pupils will begin to link the causes together – building the web of causes. • Pupils will develop map skills so that they are able to recognise, describe and characterise places based on good locational knowledge. 	<ul style="list-style-type: none"> • Pupils can explain how physical and human processes in different environments change over time and define the difference between physical and human geographical change. They can use evidence to back up their points. • Pupils can explain how physical and human factors that influence change use evidence to back this up. • Pupils will identify explain how change over time and space has taken place by focussing on a local settlement in the UK and how location has influenced where people live. • Pupils can identify causes and explain how they led to the key geographical processes E.G What causes an earthquake. • Pupils will Explain how different causes have different levels of significance. Pupils will evaluate the significance in these different levels of causes. • Pupils will explain the how the causes and effects link to various physical features of the world. • Pupils will develop a range of map skills so that they become adept at recognising, describing, characterising and summarising place based on good locational knowledge. 	<ul style="list-style-type: none"> • Pupils can complete graphs and maps with some accuracy and can identify simple patterns. • Pupils can describe similarities and differences between places around the world. • Pupils can describe some physical and human processes which affect humans. • Pupils can use some geographical vocabulary in written work effectively. • Pupils can put points in order of importance when answering 'assess' questions but am starting to fully explain them using evidence. • Pupils can identify two sides of a geographical argument when presented with an 'evaluate' question and am starting to make a clear judgement • Pupils can complete most tasks in class with support. 	<ul style="list-style-type: none"> • Pupils can complete graphs and maps with accuracy and can describe and suggest reasons for patterns in data. • Pupils can make links and describe similarities and differences between places around the world • Pupils can explain how physical and human processes affect humans both positively and negatively referring to examples. • Pupils can effectively use geographical vocabulary in written work – e.g. tertiary, quaternary • Pupils can begin to suggest reasons why some factors are more important/significant than others when answering 'assess' questions. • Pupils can argue both sides of a geographical argument and make a clear judgement with some evidence, when presented with an 'evaluate' question. • Pupils can complete most tasks independently in class.
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	<ul style="list-style-type: none"> • Pupils will show their understanding of how the world is shaped in relation to tectonics. • pupils will be able to explain where their home is in relation to other places by comparing the climate of the Northeast and the Sahara Desert and key differences between them. • Pupils will describe absolute location using locational language, coordinates (including lines of longitude and latitude) 4 and be beginning to use 6 figure grid references. 	<ul style="list-style-type: none"> • Pupils can use their prior knowledge to help understand unfamiliar places or locations. • Pupils can analyse physical and human characteristics of locations and explain how they came to be. • Pupils can describe the differences between contrasting locations. • Pupils use their own knowledge and understanding to suggest suitable questions. • Pupils use a range of resources to investigate physical and human environments to help make decisions. • Pupils re able to evaluate issues with relation to river pollution and suggest the approaches that can be made to deal with the issues. 		
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