

Subject: Geography

These are the objectives a student on each Pathway needs to achieve by the end of year 9, to ensure they are making expected progress:

	Cartographical skills, graph skills and using data and numeracy.	Application of knowledge: decision making/evaluating questions.	Application of specific locational knowledge: Case studies.	Understanding of geographical concepts and processes.
Exceptional performance	Students have a secure understanding of cartographic and OS map skills and use these to interpret patterns of human and physical features at a local, national and worldwide scale. Students have excellent graphical skills and can draw and interpret data. Students can use numerical and statistical skills to interpret data sets, highlighting trends and irregular values.	Students conduct a geographical enquiry, collecting appropriate data from primary and secondary sources. Students make decisions about the investigation and demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues. Students are able to evaluate the enquiry with a final substantiated judgement.	Students recall detailed information about physical and human environments studied, across all scales and include appropriate case study detail and location. Students can construct outstanding and convincing arguments which show a balanced response using evidence from case studies and examples. An overall conclusion linked to the question can be formed. Students have formed a synoptic understanding of topics and case studies and can formulate links between them confidently.	Students have a secure understanding of concepts and processes. They recognise the inter-relationships between processes at different scales. Students understand that these processes help develop geographical patterns and that these areas have specific characteristics. Students understand how the relationship between people and environments inter-link. Students can confidently articulate how physical and human processes have occurred and interrelate with one another.
Pathway 1	Students understand cartographic and OS map skills and use these to interpret patterns of human and physical features at a local, national and worldwide scale. Students recognise the function of different maps and can analyse them. Students have excellent graphical skills and can draw and interpret data. Students can use numerical and statistical skills to interpret data sets.	Students conduct a geographical enquiry, collecting appropriate data confidently from primary and secondary sources. Students make decisions about the investigation, with some conclusions attempted. Students are able to evaluate the enquiry with a final judgement.	Students recall a wider variety of information about physical and human environments. Students begin to see links between these topics and case studies, and apply knowledge to new case studies and locations. Students show a good understanding of the location of key environments through case study detail with appropriate terminology used.	Students have a good understanding of geographical concepts and processes. They recognise the inter-relationships between processes at different scales. Students understand that these processes help develop geographical patterns and that these areas have specific characteristics.
Pathway 2	Students understand cartographic and OS map skills and use these to interpret patterns of human and physical features at a local, national and worldwide scale. Students begin to recognise the purpose of different maps. Students have good graphical skills and can draw and interpret data	Students recall key information about physical and human environments, with a growing appreciation of different scales. Students communicate their findings in more detail with plausible conclusions offered, as well as some evaluation offered for some enquiry elements.	Students demonstrate some detailed knowledge of location through specific case studies, with geographical ideas referred to in a developing manner. Students are able to use appropriate key terminology to apply their knowledge to a case study.	Students can describe and confidently recognise concepts and processes, they recognise the inter-relationships between different processes. Students begin to understand how the relationship between people and environments inter-link, and are trying to achieve sustainable development.
Pathway 3	Students are developing map skills and are able to use scale, direction and grid references. Students begin to understand the functions of different types of maps.	Students recall basic information about physical and human environments. Outcomes of enquiries are simplistic with a limited range of key terminology used.	Students demonstrate basic knowledge of location through specific case studies with geographical ideas referred to in a simple manner.	Students understand some physical and human processes. Students begin to understand how the different views of people have different effects on how environments are used and managed.