**Geography Target Related Expectations (TReE)**

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|  | | **Pathway 1 (Target Grade 1-3)** | | | **Pathway 2 (Target Grade 4-6)** | | | **Pathway 3 (Target Grade 7-8)** | |
| **Geographical Knowledge** | Locating Places | Oceans & Continents | Key Countries | Human & Physical features globally & locally | Wide range of countries & Human features | Physical Environments  /Biomes | Physical and Human Landscapes. | Diverse & Contrasting Countries | Diverse & Contrasting Environments  /Biomes/ landscapes |
| Describing Places | Simple awareness of places | Describe places based upon features | Can recall general facts about places | Describe similarities & differences | Make comparisons with supporting facts | Make comparisons of both Human & Physical Features | Contrasts influence lives & Activities | Use location facts to support & develop answers |
| Keywords | Awareness of common  keywords | use  common  keywords in the correct context | Awareness of important keywords | Uses important keywords | Define some  important keywords when appropriate | Spell Keywords correctly | Consistently use important keywords  accurately | Know and use a wide range of important keywords |
| Processes? | Basic understanding that processes effect places and people | Can identify key features of processes | Can connect the key features together | Describe how processes change places | Explain how processes change places | Describe how processes are connected | Examine how connected processes change places | Model how connected processes  might change places in the future |
| People & the environment | Basic awareness that people & environments interact | Give examples of how people & environments interact | Can describe how people & environments interact | Can describe how people & environments interact, both positively & negatively | Can explain how people & environments interact, locally, nationally & internationally | Can explain how people & environments interact both positively & negatively, locally, nationally & internationally | Can evaluate the impact of interactions between people & the environment | Can model changes and predict future changes, of interactions between people & the environment |
| People & their places | Can identify social differences between people & places | Can identify cultural differences between people & place | Can identify political differences between people & place | Can describe the social, cultural and political context of locations | Can explain the social, cultural and political context of locations | Can explain the link between events the social, cultural and political context of locations | Can examine the social, cultural and political context of locations of different places and compare them. | Can support their examination and comparisons with important location facts |
| Impact | Recognise when human & physical processes impact on people & the environment | Give examples of how human & physical processes impact on people & the environment | Can describe how human & physical processes impact on people & the environment | Can categorise impacts, e.g. primary & secondary effect, or social & economic. | Can explain the impacts at a local, national and global scales | Can explain that how impacts can have both a positive & negative effect, at a local, national and global scales | Can examine and assess the impacts. | Judge the impacts and appropriately rank them with meaningful justifications |
| Opinions | Can State your view point. | Can state another person's view point. | Can compare two different view points | Can describe the reasons which cause conflict between opinions | Can explain the reasons which cause conflict between opinions & suggest solutions | Can empathise with different opinions and explain how conflicts can be resolved. | Can justify solutions to conflicts | Can assess the impact & success of solutions and rank them using meaningful measures. |
| Theories | Can name theories used by geographers | Can recite theories used by geographers | Can outline simple theories used by geographer | Can describe theories used by geographers | Can explain theories used by geographers | Can apply theories used by geographers to explain patterns & processes | Can evaluate theories used by geographers | Can devise your own geographical theories from your own ideas. |

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|  | | **Pathway 1 (Target Grade 1-3)** | | | **Pathway 2 (Target Grade 4-6)** | | | **Pathway 3 (Target Grade 7-8)** | |
| **Geographical Skills** | Using Source materials | Extract information from a limited range of sources, including basic maps. | Extract information from a range of sources, including maps, tables and graphs. Compose simple maps. | Extract and relate information from a range of sources, including OS maps, photos and satellite images. Compose accurate sketch maps. | Extract and relate information from a wide range of sources. Use complex maps. | Interpret a wide range of maps. Compose complex maps, e.g. thematic maps. | Compose advanced maps, e.g. isotopic | Compose, interpret and analyse a wide range of visual resources. |  |
| Map Skills | Can use basic map skills, including symbols and direction | Developing map skills, including the use of scale and 4-fig references | Higher map skills, including the use of contours and 6-fig references | Use map evidence to support written answers | Advanced map skills, interpreting and constructing cross sections, use map evidence to strengthen written answers. | Advanced map skills, interpreting and constructing cross sections, use map evidence to strengthen written answers. | Apply a range of map skills, including direction, scale, grid references, contours and cross sections to interpret and analyse locations. Identify physical features using map skills. |  |
| Graphs | Can extract information from a simple graph (e.g. bar) | Can compose a simple graph (e.g. bar) | Can select appropriate graphs to draw. Can accurately draw more complex graphs (e.g. pie charts) | Can select appropriate graphs to draw. Can accurately draw more complex graphs (e.g. pie charts) | Select and compose advanced graphs (e.g. climate graphs/scatter graphs) | Select and compose advanced graphs (e.g. climate graphs/scatter graphs) | Can compose, interpret, analyse and evaluate a wide range of graphical resources |  |
| Statistics | Rank and sequence numbers | Complete basic calculations | Calculate simple statistics (e.g. range and mean) | Calculate a range of statistics, including ratios, % and unit conversions | Develop statistics including measures of spread and frequency (e.g. quartiles and the inter quartile range) | Complex statistics, e.g. sketching the line of best fit. Use data to predict trends using geographical data | Advanced statistics, e.g. Spearman's rank and standard deviation | Apply a wide range of statistics to interpret and analyse locations, e.g. investigating differences between data for HIC/LIC |
| Patterns | Identify simple patters and make simple categorisations. | Describe simple patterns on maps and graphs. | Clearly describe patterns and methods, giving specific details. | Describe patterns with clarity. Identify anomalies. | Interpret and analyse advanced graphs. | Interpret and analyse complex statistics. | Interpret and analyse a wide range of numerical data, including maps, graphs and statistics. | Interpret and analyse a wide range of numerical data, including maps, graphs and statistics. Make predictions based on patterns interpreted. |
| Diagrams | Can use simple diagrams to organise ideas e.g. mind maps | Can use a range of simple techniques to illustrate information e.g. flow charts. | Can apply a range of diagrammatic techniques to improve the clarity of illustrations. | Can apply a range of diagrammatic techniques to improve the clarity of illustrations. | Can draw and understand conceptual diagrams. | Can draw and understand conceptual diagrams. | Can use diagrams to effectively develop written responses. | Can use diagrams to effectively develop written responses. |
| Fieldwork-the 6 steps | Can collect data using a simple method. Can list the main points. | Can collect accurate data using a range of methods. Can outline the collection process. | Can select and use appropriate data collection techniques. Can design data collection sheets. | Can devise appropriate data collection techniques. Can describe methods with clarity. | Can identify limitations in data collection techniques and suggest improvements. | Can evaluate fieldwork techniques/usefulness of data. Can explain how limitations can be overcome. | Can assess the effectiveness of methods used and justify improvements to them. | Can predict the impact of improvements in a field study. |
| Hypothesis |  | Can ask geographical questions | Can pose appropriate hypotheses | Can pose appropriate hypotheses | Can explain hypotheses. | Can explain hypotheses. | Can justify a hypothesis | Can justify a hypothesis |
| Conclusions |  | Can draw simple conclusions | Can draw valid conclusions | Can make evidence-based conclusions. | Conclusions are accurate and supported with evidence. | Conclusions are accurate and supported with evidence. | Can assess the validity of conclusions. | Can assess the validity of conclusions. Begin to formulate ideas that might impact on conclusions. |
| GIS | Can locate places on a GIS map. | Can use simple GIS tools, including zoom, rotate, distance, calculate and layers. |  | Use GIS to investigate geographical questions | Develop application of GIS, e.g. adding simple features. The use of GIS is linked to the geographical question. | Develop application of GIS, e.g. adding simple features. The use of GIS is linked to the geographical question. | Complex GIS application, e.g. zoning, spatial graphs. Techniques reflect geographical questions. | Can apply comprehensive GIS skills to interpret and analyse locations |
| Written Communication | Limited attempt to organise ideas. Basic SPaG. | Some attempt to structure ideas. Basic SPaG. | Responses have a logical structure. Accuracy of SPaG reasonable. Errors don't hinder the meaning of the response. | Responses have a logical structure. Accuracy of SPaG reasonable. Errors don't hinder the meaning of the response. | Focused response. Consistent accuracy in SPaG. The style of writing adds to the quality of written response. | Information is organised clearly and coherently. Consistent accuracy in SPaG. The style of writing adds to the quality of written response. | Precise and succinct responses. Almost faultless SPaG. The style of writing adds to the quality of written response. | Precise and succinct responses. Faultless SPaG. The style of writing adds to the quality of written response. |