

### Geography Target Related Expectations (TReE)

		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

### Geography Target Related Expectations (TReE)

		Pathway 1 (Target Grade 1-3)			Pathway 2 (Target Grade 4-6)			Pathway 3 (Target Grade 7-8)	
<b>Impact</b>		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
	<b>Opinions</b>	Has state a 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.
	<b>Theories</b>	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.

## Geography Target Related Expectations (TReE)

		Pathway 1 (Target Grade 1-3)			Pathway 2 (Target Grade 4-6)			Pathway 3 (Target Grade 7-8)	
<b>Geographical Skills</b>	<b>Using Source materials</b>	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.	
	<b>Map Skills</b>	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.	
	<b>Graphs</b>	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	
	<b>Statistics</b>	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
	<b>Patterns</b>	Identify simple patterns 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.

### Geography Target Related Expectations (TReE)

<b>Diagrams</b>	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.			
	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.			
		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			
		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.			
	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			
	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.			
<b>Fieldwork-the 6 steps</b>	<b>Hypothesis</b>	<b>Conclusions</b>	<b>GIS</b>	<b>Written Communication</b>							