

Regents Park Community College – Year 7 Geography Progress Pathway Descriptors

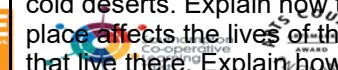
Low Attaining Year 7 student	Middle Attaining Year 7 student	High Attaining Year 7 student
<p>Know the difference between human and physical geography. Know the difference between physical and political maps. Know the difference between continents and countries.</p> <p>Describe a place using simple geographical language.</p> <p>Identify using a key, symbols and places on an OS map.</p> <p>Construct simple graphs using geographical information e.g. a bar graph. Use simple terms to describe graphs, eg. wettest, driest.</p> <p>Name the key physical processes operating in an extreme environment. Name animals and/or plant species that live in an extreme environment, eg hot and cold deserts.</p>	<p>Name and locate the seven continents and the main oceans. Locate and accurately describe the features of a rainforest.</p> <p>Describe human and physical geographical features from maps and photos. Describe human and geographical features from a map, photo or picture using key geographical vocabulary.</p> <p>Start to be able to use four figure grid references on an OS map. Use simple compass directions N, S, E and W. Recognise a contour line and different ways of measuring height on a map.</p> <p>Present data using bar charts, line graphs, tables or pictograms. Make simple interpretations from the data using the graphs.</p> <p>Describe and draw a diagram to show the physical processes operating in an extreme environment, eg. hot and cold deserts. Describe how animals and/or plants have adapted to an extreme environment, eg. hot and cold deserts.</p>	<p>Identify lines of latitude and longitude, equator. Identify and locate all the countries of the UK, capital cities and surrounding seas. On a world map be able to locate some key rivers and mountains. Locate key lines of longitude Greenwich meridian and international date line. Identify and locate a range of countries, key cities and physical features on a world map. Explain the difference between different map projections.</p> <p>Describe and explain key geographical features from a map, photo, picture and text. Identify key topographical features on maps.</p> <p>Accurately use four figure grid references. Use the eight points of a compass (N, S, E, W, NW, SW, NE and SE). Use scale on a map to measure straight line distances. Start to construct contour maps/or models. Confidently use six figure grid references to specify key features on maps of different scale. Use the sixteen points of a compass on a map, eg (SSE) Use the scale line to measure winding distances.</p> <p>Present and start making interpretations of geographical information and data using line graphs, bar charts and pie charts. Construct two contrasting climate graphs. Complete, read and interpret geographical information presented in tables. Start making calculations such as mean, the range.</p> <p>Explain the physical and human characteristics of places at different/contrasting locations, eg hot and cold deserts. Explain how the environment of a place affects the lives of the people and animals that live there. Explain how over time these environments may change.</p>



Pride

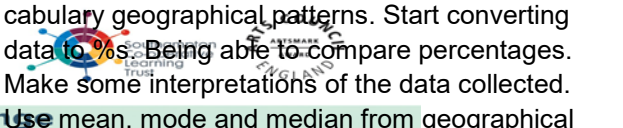
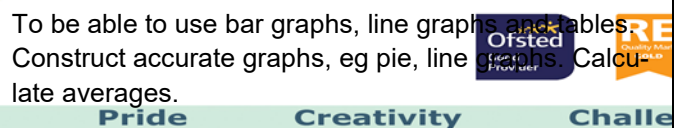
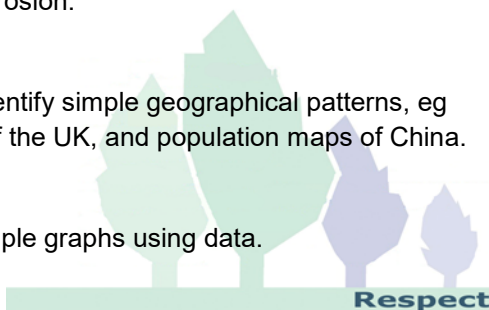
Creativity

Challenge



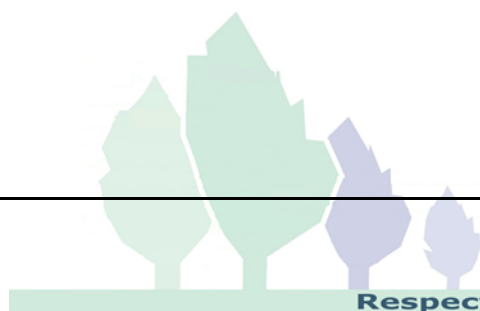
Regents Park Community College – Year 8 Geography Progress Pathway Descriptors

Low Attaining Year 8 student	Middle Attaining Year 8 student	High Attaining Year 8 student
<p>Name and locate the seven continents and the main oceans. Locate one non EU country. Know the basic characteristics of the UK and a non EU country. Identify lines of latitude and longitude, equator.</p> <p>Describe human and physical geographical features from maps and photos.</p> <p>Name the key physical processes that operate in a physical environment, eg weathering, erosion.</p> <p>Use photos and pictures to identify key geographical features and landforms. Name different physical processes that operate on the physical environment, eg river and coastal erosion.</p> <p>Describe and identify simple geographical patterns, eg geology maps of the UK, and population maps of China.</p> <p>To construct simple graphs using data.</p>	<p>Identify and locate all the countries of the UK, capital cities and surrounding seas. On a world map be able to locate some key rivers and mountains. Locate key lines of longitude – Greenwich Meridian and International date line and latitude – Tropics of Capricorn and Cancer.</p> <p>Describe human and geographical features from a map, photo or picture using key geographical vocabulary. .</p> <p>Describe the key physical processes that operate in the physical environment, eg weathering, erosion.</p> <p>Describe physical processes that create physical landscapes, eg river and coastal erosion.</p> <p>Describe and explain key geographical patterns on a map using named examples, eg geology map, population maps of China.</p> <p>To be able to use bar graphs, line graphs and tables. Construct accurate graphs, eg pie, line graphs. Calculate averages.</p>	<p>Identify and locate a range of countries and key cities and physical features on a world map. Explain the difference between different map projections. Use latitude and longitude to identify the position of key features, Locate places and geographical features on maps using latitude and longitude accurately.</p> <p>Describe and explain key geographical features from a map, photo, picture, text using key geographical features. Identify key topographical features. Explain and make links between different geographical features. Start to draw conclusions</p> <p>Describe, draw and start to explain how the physical processes operate on a landscape. Distinguish between weathering and erosion. Explain the differences between weathering and erosion and explain the landscapes that they have created.</p> <p>Describe and start to explain key physical processes which create contrasting landscapes. Describe how physical and human factors cause changes to the environment, eg flooding. Explain the key physical processes that create contrasting landscapes.</p> <p>Explain using key geographical vocabulary key geographical patterns. Give reasons for these patterns. Explain in detail using specialist geographical vocabulary geographical patterns. Start converting data to %s. Being able to compare percentages. Make some interpretations of the data collected. Use mean, mode and median from geographical data. Start drawing conclusions</p>



Regents Park Community College – Year 9 Progress Pathway Descriptors

Low Attaining Year 9 student	Middle Attaining Year 9 student	High Attaining Year 9 student
<p>Knowledge:</p> <p>Students will show limited knowledge and understanding of geographical information and issues.</p> <p>They will show basic understanding of interactions between people and their environments.</p> <p>They will start to make basic comments about their topics and show some simple reference to evidence.</p> <p>Skills:</p> <p>Will use some basic geographical skills and techniques and this will be with limited accuracy.</p> <p>Starting to use and interpret data and is using this to form basic conclusions.</p> <p>At a basic level can see some strengths and limitations in data.</p> <p>Beginning to interpret gradient contour and height on OS maps.</p>	<p>Knowledge:</p> <p>Students will mostly accurate and appropriate knowledge and understanding of geographical information and issues.</p> <p>They will show a clear understanding of interactions between people and their environments.</p> <p>They will start to make coherent and well explained comments about their topics and start to draw conclusions based on specific evidence.</p> <p>Skills:</p> <p>Will use a range of skills and techniques with growing confidence and accuracy.</p> <p>Growing confidence in use and interpretation of data and is using this to form some developed conclusions.</p> <p>At a developed level can see some strengths and limitations in data.</p> <p>Shows confidence in how to interpret gradient contour and height on OS maps.</p>	<p>Knowledge:</p> <p>Students will show developed knowledge and understanding of geographical information and issues.</p> <p>They will show confident understanding of interactions between people and their environments.</p> <p>They will start to make developed comments about their topics and show some more developed reference to evidence.</p> <p>Skills:</p> <p>Will use a wide range of geographical skills and techniques and this will be with growing accuracy.</p> <p>Can use and interpret data and is using this to form solid conclusions.</p> <p>At a developed level can see some strengths and limitations in data.</p> <p>Can interpret gradient contour and height on OS maps.</p>



Respect

Pride

Creativity

Challenge

