

## Rivers Academy Age Related Expectations - RAWL Geography

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
<b>KNOW – Contextual world knowledge of locations, places and geographical features</b>	I have developed a framework of world locational knowledge, including some locally and globally significant physical and human features.	I have more detailed knowledge of places at a global scale - such as continents and oceans, countries and capitals in the UK and wider global features.	I have detailed knowledge of places at a global scale and improving knowledge from a variety of continents.	I have extensive knowledge of places and environments at a local and global scale. I am developing in-depth knowledge of a variety of global locations.	I am developing a broader and deeper understanding of locational context and am able to identify multiple characteristics of a variety of global locations.	I have a broader and deeper understanding of locational contexts at a global scale and can identify contrasting locations at a global scale
<b>UNDERSTAND – Understanding human &amp; physical environments, processes and interactions, as well as patterns, and changes over time and space</b>	I know what some places are like beyond my immediate surroundings and how and why they are different to where I live. I know that places change and can begin to explain some of these changes. I show some understanding of the links between people and the environment	I know what a number of places are like, including where I live, and can give simple explanations for why they are different. I can identify, describe and explain some patterns in geographical data. I am developing an understanding of concepts such as cause and effect, the sequence of events and the interactions between people and environments.	I have a clear understanding of what a range of places are like and can identify, describe and explain patterns across a range of geographical data. I can describe the sequence of some geographical processes. I am starting to make more connections between different geographical phenomena.	I understand how physical processes and human activity lead to a change in a range of geographical settings. I understand how places are linked and how human actions in one part of the world can impact other parts of the world. I can make consistent connections between different geographical phenomena.	I am developing an understanding of interactions and interrelationships between people and the environment and I am starting to be able to apply theories and concepts to explain the similarities and differences between places	I have a clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena. I understand the similarities and differences between places and can apply theories and concepts to explain these.
<b>APPLY – Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information</b>	I am able to carry out investigations with guidance, using a range of geographical questions and sources of information like maps and images. I can	I understand how to use evidence, such as maps and data to answer geographical questions. I can develop and discuss opinions, whilst recognising reasons for	I have a basic understanding of geographical enquiry. I can analyse a range of data relating to a geographical question. I can discuss various	I can independently choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical	I am developing the ability to plan independent geographical enquiry. I can formulate coherent arguments and am beginning to	I can plan independent geographical enquiry. I formulate coherent arguments and evaluate information. I can express the extent to which I am

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	express and explain opinions, and recognise that others may have different points of view.	differing points of view.	stakeholder opinions, explain two sides to an argument and express basic conclusions.	questions, issues and problems. I can also develop and discuss various points of view whilst considering counter-arguments to my own opinion.	evaluate more confidently as well as express the extent to which I am confident in my conclusions.	confident in my conclusions or agree with the opinion of others
<b>MAP SKILLS – Interpreting Ordnance Survey and other maps</b>	I am developing map skills such as reading a 4 figure grid reference and identifying heights from contours.	I can read 4 and 6 figure grid references, heights from contours and calculate straight line distances on simplified maps.	I am developing more complex map skills such as reading 6 figure grid references.	I can read 4 and 6 figure grid references and utilise compass directions to help describe the location of a particular place.	I am developing more complex map skills such as cross sections and making connections between maps and geographical theories.	I can apply a range of complex map skills to a range of maps and can make connections between maps and geographical theories
<b>COMMUNICATE – Use of geographical vocabulary and literacy</b>	I can use simple geographical words in my writing	I am starting to use some more complex geographical words appropriately and link my ideas together.	I am using a greater range of more complex geographical words.	I can use a wide variety of geographical words appropriately to effectively communicate my thoughts and ideas.	My spelling, punctuation and grammar is accurate and I am using a greater range of specialist geographical vocabulary.	My spelling, punctuation and grammar is accurate and effective and I can use a range of specialist geographical vocabulary.