QKA Geography KS3 Assessment – and expected end of year targets

KS2	Y7	Y8	Y9
HPA	4	7	9
MPA	3	5	7
LPA	2	4	6
B	1	2	4

Three questions have guided our thinking. What do we want pupils to learn? What does progression look like? How do we assess it? Assessment needs to be useful to pupils, parents and teachers as well as providing data for school leaders. It needs to give a good understanding of **how to get better at Geography** (a learning focus) and provide meaningful information about **progress and attainment** (a measuring focus). Assessment for learning should be the primary focus.

The 10 steps of progression

	AO1 knowledge Key vocabulary, place knowledge	AO2 understanding people, places and processes	AO3 apply Examples, case study knowledge, connections, relationships	AO4 skills Labelling, grid references
Step 1	I can identify key geographical words and images with support I can identify different features of physical and human geography with support	I can describe a key process using some geographical vocabulary with support I can identify and recognise simple points of view about an issue	I can share geographical knowledge about a place I am familiar with (where I live/ a place I've visited)	I can label a map with the 4 compass directions I can place a map correctly I can draw a simple table to organise data with support I can describe a bar chart with support
Step 2	I can identify key geographical words and images I can recall knowledge of places with support	I can describe a key process using geographical vocabulary with support I can identify and recognise different points of view about an issue I can make a simple comparison with support	I can make connections about different places I am familiar with support (similarities and differences)	I can label a photograph/ draw sketch with support I can record, present and describe information in simple tables, graphs and diagrams with support I can calculate the range of data with support I can collect simple data with guidance, following simple instructions with support
Step 3	I can identify and use an increasing amount of geographical words I can identify key processes I can recall case study knowledge about a place with some support	I can describe a key process using geographical vocabulary independently I can describe points of view about a geographical issue I can make simple comparisons between people, places and processes I can describe a key process in the correct order, using geographical vocabulary I am aware of the key concepts: social, environmental and economic	I can make simple connections about different places, people, and processes with support (similarities and differences)	I can label a map with the 8 compass directions I can label a photograph/ sketch with minimal support I can interpret, record and present information in simple tables, graphs and diagrams with minimal support I can calculate the range of data with minimal support I can do 4 figure grid references I can do 6 figure grid references with support I can collect simple data with guidance, following simple instructions with minimal support
Step 4	I can use an increased amount of geographical words in the appropriate context I can recall key processes and place knowledge less support	I can begin to **explain** a key process accurately in the correct using precise geographical vocabulary I can compare people, places and processes using more geographical features with support I can suggest reasons for different points of view about geographical issues with support	I can make simple connections about different places, people, and processes with minimal support I can group processes, places and issues into social, economic and environmental with support	I can draw simple maps and plans to scale with support I can do 6 figure grid references I can label a photograph/ sketch I can record and present information in simple tables, graphs and diagrams I can calculate the range and mean of data I can do 4 figure grid references

				I can collect different types of data (primary and secondary) with guidance and support
Step 5	I can recall key processes and place knowledge with minimal support I can identify different types of data: primary and secondary	I can outline (explain with support) information about people, places and processes using geographical vocabulary I can compare people, places and processes using more geographical features with minimal support I can suggest reasons for different points of view about geographical issues with minimal support	I can make simple connections about different places, people, and processes with minimal support I can group processes, places and issues into social, economic and environmental with minimal support I can make simple interpretations about a set of data with support	I can draw simple maps and plans to scale with minimal support I can record and present information in an increasing variety of tables, graphs and diagrams I can collect selected types of data (primary and secondary) with minimal guidance and support
Step 6	I can recall key processes and place knowledge with accuracy I am aware that different processes operate at different scales such as spatial (local, regional, global) and temporal (time)	I can explain reasons for different points of view about geographical issues with minimal support I can clearly suggest concepts and how they are used in relation to places, processes and people with support	I can group processes, places and issues into social, economic and environmental features I can discuss different points of view about geographical issues with support I can make simple interpretations about a set of data with minimal support	I can draw maps and plans to scale I can collect different types of data (primary and secondary) with minimal guidance and support I can identify an appropriate data collection method from a selected range with support
Step 7	I can show understanding that different processes operate at a range of spatial and temporal scales I can use an increasing amount of geographical vocabulary appropriately (some of the time)	I can discuss (explain in detail) geographical issues using provided evidence I can clearly suggest concepts and how they are used in relation to places, processes and people	I can discuss different points of view about geographical issues with minimal support I can analyse a geographical issue with support	I can record and present information in a variety of tables, graphs and diagrams I can identify an appropriate data collection method from a selected range with minimal support
Step 8	I can use extensive geographical vocabulary and knowledge of a variety of places and processes appropriately with developing accuracy (most of the time)	I can discuss geographical issues with examples to support my points I can start to examine geographical evidence and form a opinion with support	I can analyse a geographical issue with minimal support I can apply understanding of geographical evidence to develop and support my opinion with support	I can carry out a geographical investigation using selected methods with guidance and support
Step 9	I can use extensive geographical vocabulary and knowledge, with increasing accuracy, of a variety of places and processes consistently	I can start to examine geographical evidence and form an opinion with minimal support	I can make a reasoned judgement about a geographical issue with support I can apply understanding of geographical evidence to develop and support my opinion with minimal support	I can carry out a geographical investigation using selected methods with minimal guidance
Step 10	I can use extensive geographical vocabulary and knowledge accurately of a variety of places and processes with confidence and consistently	I can show understanding of the complexities of different geographical issues I can start to examine geographical evidence and form am opinion	I can make a reasoned judgement about a geographical issue with minimal support I can make decisions based upon the understanding of connections between people, places, and processes	I can draw a variety of graphs and diagrams with confidence to support independent analysis of the pre-selected data I can carry out a geographical investigation using selected methods with confidence

Expectations and progression for command words

Y7 identify, label, calculate, draw, define, describe, explain

Y8 all of the above + compare, interpret, analyse, outline, discuss,

Y9 all of the above + evaluate, suggest (applying, suggesting alternatives), assess, justify, examine

REFER TO THIS TABLE TO COMPLETE YOUR END OF YEAR TARGETS – WE WILL REVIEW THIS AT THE END OF THE YEAR

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Exemplification of steps – to ensure consistency