



HAYDOCK HIGH SCHOOL

Geography Progress Grid

Grade	AO1	AO2	AO3	AO4
B1 (Learner Geographer)	I can remember a location/ place/ process/ environment/ different scales	I have remembered concepts and how they are used in relation to places/ environments/ processes. I have remembered the interrelationships between places/ environments/ processes.	I have defined some knowledge and understanding of geographical information and issues.	I can use my geographical skills and techniques to label an answer. I can use numerical skills to label an answer. I can understand basic geographical vocabulary and terminology.
1- (Trainee Geographer)	I have started to identify a location/ place/ process/ environment/ different scales.	I have started to identify concepts and how they are used in relation to places/ environments/ processes. I have started to identify the interrelationships between places/ environments/ processes.	I have started to show some knowledge and understanding of geographical information and issues.	I have started to show some geographical skills and techniques. I have started to show some numerical skills. I have begun to use basic appropriate geographical vocabulary and terminology.
1 (Trainee Geographer)	I have identified a location/ place/ process/ environment/ different scales.	I have identified concepts and how they are used in relation to places/ environments/ processes. I have identified the interrelationships between places/ environments/ processes.	I have shown some knowledge and understanding of geographical information and issues.	I have shown some geographical skills and techniques. I have shown some numerical skills. I have begun to use basic appropriate geographical vocabulary and terminology.
1+ (Trainee Geographer)	I have clearly identified a location/ place/ process/ environment/ different scales.	I have clearly identified concepts and how they are used in relation to places/ environments/ processes. I can clearly identify the interrelationships between places/ environments/ processes.	I have clearly shown some knowledge and understanding of geographical information and issues.	I have clearly shown some geographical skills and techniques. I have clearly shown some numerical skills. I have begun to use basic appropriate geographical vocabulary and terminology.
2- (Junior Geographer)	I have started to describe a number of examples of locations/ places/ processes/ environments/ different scales.	I have started to describe a number of concepts I have started to describe the interrelationships between places/ environments/ processes.	I can start to state my knowledge and understanding of geographical information and issues.	I can start to use my geographical skills and techniques to state an answer. I can start to use numerical skills in my answer. I can use appropriate geographical vocabulary and terminology.
2 (Junior Geographer)	I can describe a number of examples of locations/ places/ processes/ environments/ different scales.	I can describe a number of concepts I can describe the interrelationships between places/ environments/ processes.	I can state my knowledge and understanding of geographical information and issues.	I can use my geographical skills and techniques to state an answer. I can use numerical skills in my answer. I can use appropriate geographical vocabulary and terminology.
2+ (Junior)	I can clearly describe a number of examples of	I can clearly describe a number of concepts	I can clearly state my knowledge and	I can clearly use my geographical skills and



HAYDOCK HIGH SCHOOL

Geography Progress Grid

Geographer)	locations/ places/ processes/ environments/ different scales.	I can clearly describe the interrelationships between places/ environments/ processes.	understanding of geographical information and issues.	techniques to state an answer. I can clearly use numerical skills in my answer. I can use appropriate geographical vocabulary and terminology.
3- (Developing Geographer)	I have started to explain a number of locations/ places/ processes/ environments/ different scales	I have started to explain concepts and how they are used in relation to places/ environments/ processes. I have started to explain the interrelationships between places/ environments/ processes.	I can start to explain geographical information and issues using my knowledge and understanding.	I can start to use my geographical skills and techniques to explain an answer. I can use examples. I can start to use a range of numerical skills in my answer. I can use a range of appropriate geographical vocabulary and terminology.
3 (Developing Geographer)	I can explain a number of locations/ places/ processes/ environments/ different scales	I can explain concepts and how they are used in relation to places/ environments/ processes. I can explain the interrelationships between places/ environments/ processes.	I can explain geographical information and issues using my knowledge and understanding.	I can use my geographical skills and techniques to explain an answer. I can use examples. I can use a range of numerical skills in my answer. I can use a range of appropriate geographical vocabulary and terminology.
3+ (Developing Geographer)	I can clearly explain a number of locations/ places/ processes/ environments/ different scales	I can clearly explain concepts and how they are used in relation to places/ environments/ processes. I can clearly explain the interrelationships between places/ environments/ processes.	I can clearly explain geographical information and issues using my knowledge and understanding.	I can clearly use my geographical skills and techniques to explain an answer. I use examples. I can clearly use a range of numerical skills in my answer. I can use a range of appropriate geographical vocabulary and terminology.
4- (Sound Geographer)	I have started to compare a number of locations/ places/ processes/ environments/ different scales.	I have started to suggest concepts and how they are used in relation to places/ environments/ processes. I have started to suggest the interrelationships between places/ environments/ processes.	I can start to compare geographical information and issues using my knowledge and understanding.	I can start to use my geographical skills and techniques to calculate a correct answer. I can use a wide range of numerical skills in my answer. I can use a wide range of appropriate geographical vocabulary and terminology.
4 (Sound Geographer)	I can compare a number of locations/ places/ processes/ environments/ different scales.	I can suggest concepts and how they are used in relation to places/ environments/ processes. I can suggest the interrelationships between places/ environments/ processes.	I can compare geographical information and issues using my knowledge and understanding.	I can use my geographical skills and techniques to calculate a correct answer. I can use a wide range of numerical skills in my answer.



HAYDOCK HIGH SCHOOL

Geography Progress Grid

				I can use a wide range of appropriate geographical vocabulary and terminology.
4+ (Sound Geographer)	I can clearly compare a number of locations/ places/ processes/ environments/ different scales.	I can clearly suggest concepts and how they are used in relation to places/ environments/ processes. I can clearly suggest the interrelationships between places/ environments/ processes.	I can clearly compare geographical information and issues using my knowledge and understanding.	I can clearly use my geographical skills and techniques to calculate a correct answer. I can use a wide range of numerical skills in my answer. I can use a wide range of appropriate geographical vocabulary and terminology.
5- (Professional Geographer)	I have started to analyse a number of locations/ places/ processes/ environments/ different scales.	I have started to analyse the concepts and how they are used in relation to places/ environments/ processes. I have started to analyse the interrelationships between places/ environments/ processes.	I can start to analyse the geographical information and issues using my knowledge and understanding.	I can start to use my geographical skills and techniques to calculate a correct answer and present it in a variety of different ways. I can accurately use a wide range of numerical skills in my answer. I can accurately use a wide range of appropriate geographical vocabulary and terminology.
5 (Professional Geographer)	I can analyse a number of locations/ places/ processes/ environments/ different scales.	I can analyse the concepts and how they are used in relation to places/ environments/ processes. I can analyse the interrelationships between places/ environments/ processes.	I can analyse the geographical information and issues using my knowledge and understanding.	I can use my geographical skills and techniques to calculate a correct answer and present it in a variety of different ways. I can accurately use a wide range of numerical skills in my answer. I can accurately use a wide range of appropriate geographical vocabulary and terminology.
5+ (Professional Geographer)	I can clearly analyse a number of locations/ places/ processes/ environments/ different scales.	I can clearly analyse the concepts and how they are used in relation to places/ environments/ processes. I can clearly analyse the interrelationships between places/ environments/ processes.	I can clearly analyse the geographical information and issues using my knowledge and understanding.	I can clearly use my geographical skills and techniques to calculate a correct answer and present it in a variety of different ways. I can accurately use a wide range of numerical skills in my answer.



HAYDOCK HIGH SCHOOL

Geography Progress Grid

				I can accurately use a wide range of appropriate geographical vocabulary and terminology.
6- (Thorough Geographer)	I have started to assess a number of locations/ places/ processes/ environments/ different scales.	I can start to assess concepts and how they are used in relation to places/ environments/ processes. I can start to assess the interrelationships between places/ environments/ processes.	I can start to assess geographical information and issues using my knowledge and understanding.	I can start to use my geographical skills and techniques to assess different answers. I can accurately use a comprehensive range of numerical skills in my answer. I can accurately use a comprehensive range of appropriate geographical vocabulary and terminology.
6 (B) (Thorough Geographer)	I can assess a number of locations/ places/ processes/ environments/ different scales.	I can assess concepts and how they are used in relation to places/ environments/ processes. I can assess the interrelationships between places/ environments/ processes.	I can assess geographical information and issues using my knowledge and understanding.	I can use my geographical skills and techniques to assess different answers. I can accurately use a comprehensive range of numerical skills in my answer. I can accurately use a comprehensive range of appropriate geographical vocabulary and terminology.
6+ (Thorough Geographer)	I can clearly assess a number of locations/ places/ processes/ environments/ different scales.	I can clearly assess concepts and how they are used in relation to places/ environments/ processes. I can clearly assess the interrelationships between places/ environments/ processes.	I can clearly assess geographical information and issues using my knowledge and understanding.	I can clearly use my geographical skills and techniques to assess different answers. I can accurately use a comprehensive range of numerical skills in my answer. I can accurately use a comprehensive range of appropriate geographical vocabulary and terminology.
7- (Outstanding Geographer)	I have started to evaluate a number of locations/ places/ processes/ environments/ different scales in relation to the issue.	I can start to evaluate concepts and how they are used in relation to places/ environments/ processes. I can start to evaluate the interrelationships between places/ environments/ processes.	I can start to evaluate geographical information and issues using my knowledge and understanding.	I can start to use my geographical skills and techniques to evaluate different answers. I can accurately use a comprehensive range of complex numerical skills in my answer. I can accurately use a comprehensive range of complex geographical vocabulary and terminology.
7 (Outstanding)	I can evaluate a number of locations/ places/ processes/ environments/ different scales in	I can evaluate concepts and how they are used in relation to places/ environments/ processes.	I can evaluate geographical information and issues using my knowledge and understanding.	I can use my geographical skills and techniques to evaluate different answers.



HAYDOCK HIGH SCHOOL

Geography Progress Grid

Geographer)	relation to the issue.	I can evaluate the interrelationships between places/ environments/ processes.		I can accurately use a comprehensive range of complex numerical skills in my answer. I can accurately use a comprehensive range of complex geographical vocabulary and terminology.
7+ (Outstanding Geographer)	I can clearly evaluate a number of locations/ places/ processes/ environments/ different scales in relation to the issue.	I can clearly evaluate concepts and how they are used in relation to places/ environments/ processes. I can clearly evaluate the interrelationships between places/ environments/ processes.	I can clearly evaluate geographical information and issues using my knowledge and understanding.	I can clearly use my geographical skills and techniques to evaluate different answers. I can accurately use a comprehensive range of complex numerical skills in my answer. I can accurately use a comprehensive range of complex geographical vocabulary and terminology.
8- (Exceptional Geographer)	I have started to examine evidence to form an opinion on a number of locations/ places/ processes/ environments/ different scales in relation to the issue.	I can start to examine evidence to form an opinion on a concept and how they are used in relation to places/ environments/ processes. I can start to examine evidence to form an opinion on the interrelationships between places/ environments/ processes.	I can start to examine evidence to form an opinion on geographical information and issues using my knowledge and understanding.	I can start to use my geographical skills and techniques to examine evidence to form an opinion on an answer. I can accurately and always use complex numerical skills in my answer. I can accurately and always use complex geographical vocabulary and terminology.
8 (Exceptional Geographer)	I can examine evidence to form an opinion on a number of locations/ places/ processes/ environments/ different scales in relation to the issue.	I can examine evidence to form an opinion on a concept and how they are used in relation to places/ environments/ processes. I can examine evidence to form an opinion on the interrelationships between places/ environments/ processes.	I can examine evidence to form an opinion on geographical information and issues using my knowledge and understanding.	I can use my geographical skills and techniques to examine evidence to form an opinion on an answer. I can accurately and always use complex numerical skills in my answer. I can accurately and always use complex geographical vocabulary and terminology.
8+ (Exceptional Geographer)	I can clearly examine evidence to form an opinion on a number of locations/ places/ processes/ environments/ different scales in relation to the issue.	I can clearly examine evidence to form an opinion on a concept and how they are used in relation to places/ environments/ processes. I can clearly examine evidence to form an opinion on the interrelationships between places/ environments/ processes	I can clearly examine evidence to form an opinion on geographical information and issues using my knowledge and understanding.	I can clearly use my geographical skills and techniques to examine evidence to form an opinion on an answer. I can accurately and always use complex numerical skills in my answer. I can accurately and always use complex



HAYDOCK HIGH SCHOOL

Geography Progress Grid

				geographical vocabulary and terminology.
9 (Beyond Exceptional Geographer)	I can examine evidence to form a range of opinions on a number of locations/ places/ processes/ environments/ different scales in relation to the issue.	I can examine evidence to form an opinion on a range of concepts and how they are used in relation to places/ environments/ processes. I can examine evidence to form a range of opinions on the interrelationships between places/ environments/ processes.	I can examine evidence to form an overall opinion on a range of geographical information and issues using my knowledge and understanding.	I can use my geographical skills and techniques to examine evidence to form an opinion towards a final conclusion. I can accurately and constantly use an exceptional range of numerical skills in my answer I can accurately and constantly use an exceptional range of geographical vocabulary and terminology.