

## Progression in KS3 Geography as indicated within the Attainment Target

Note that these 'progression strands' are general trends within and across Level Descriptors, reflecting the use of language rather than a framework for 'levelling'. They give, instead, a sense of ways in which we want pupils to make progress.

1. The **CONTEXT** in which the pupil works becomes more demanding, indicating progression:

Level 4	"simple patterns" 'Improvements to the environment'
Level 7	'patterns that result from interactions at a range of scales' 'Sustainable and other approaches to development'
Exceptional	'Analyse complex geographical patterns'

Implication for teaching –allow pupils to access appropriate contexts for learning. WHAT they study must become progressively more demanding in its nature & complexity.

2. The **thinking skills** demanded become 'higher order', indicating progression:

Level 4	recognise describe appreciate understand offer reasons suggest use, communicate
Level 8	use analyse explain draw on evaluate present
Exceptional	use explain predict draw on show how analyse understand assess illustrate draw selectively evaluate

Implication –build in appropriate command words to activities to encourage higher order thinking. [Note that the notion that such a hierarchy works can be challenged. Some would argue that young children can predict etc., they simply do so in different contexts and with different levels of detail and precision.]

3. The degree **of independence** indicates progression:

Level 4	'drawing on their knowledge and understanding' 'Use a range of skills'; 'use primary and secondary sources'
Level 7	'with growing independence they draw on knowledge and understanding' 'They select and use skills'; 'evaluate critically'
Exceptional	'draw selectively'; 'carry out investigations independently'

Implication for teaching: teach independence! 'How to' research, enquire, communicate etc.

**4. Breadth** of knowledge, understanding and skills:

Level 4 'show knowledge and understanding of aspects of the geography of the UK and wider world'; 'use a *range* of skills'

Level 7 'drawing on their knowledge of a wide range of locations, contexts and scales';  
'understand that *many* factors influence decisions'  
'select and use a *wide* range of skills'

Implication for teaching – allow access to **range/breadth** and allow pupils to do likewise as part of their assessment.

**5. 'Depth', detail and precision** of understanding, knowledge and skills:

Level 4 knowledge and understanding is simply 'shown';  
Reasons are 'offered'

Level 7 'use skills accurately'  
'present well-argued summary'  
'use accurate geographical vocabulary'  
'reach substantiated conclusions'

Implications for teaching – ensure the COMPARABILITY of assessed work (i.e. does one teacher's judgement about 'well-argued' match another's?) and provide guidance on depth, detail and accuracy to pupils through the use of success criteria.

**6. Making links** in knowledge and understanding, between different areas. This is possibly the single most prominent feature of the top Level Descriptors.

Level 4 'appreciate the importance of wider location'

Level 7 'make links in their knowledge and understanding'  
'describe and explain interactions'  
'understand many factors influence decisions'  
'recognise unintended consequences'  
'present well-argued summaries'

Implications for teaching – use Key Concepts to help plan learning and underpin it; make use of plenaries to link to 'big ideas'; concept mapping; unit summaries and synoptic/decision-making exercises; avoid tokenistic or one-dimensional use of 'case studies' to illustrate simple thematic points – teach places as complex and interdependent.