

## Achievement, progress and expectations in geography

### 1. Three aspects of pupils' achievements in geography

- **Contextual world knowledge** of locations, places and geographical features.
- **Understanding** of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.
- Competence in **geographical enquiry**, and the application of **skills** in observing, collecting, analysing, evaluating and communicating geographical information.

### 2. The dimensions of progress in geography

#### Contextual world knowledge

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.

#### Understanding

- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.

#### Geographical enquiry and skills

- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

Three aspects of pupils' achievements in geography	The dimensions of progress in geography
1. <b>Contextual world knowledge</b> of locations, places and geographical features.	<ul style="list-style-type: none"> <li>• Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.</li> </ul>
2. <b>Understanding</b> of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.	<ul style="list-style-type: none"> <li>• Extending from the familiar and concrete to the unfamiliar and abstract.</li> <li>• Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.</li> <li>• Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.</li> </ul>
3. Competence in <b>geographical enquiry</b> , and the application of <b>skills</b> in observing, collecting, analysing, evaluating and communicating geographical information.	<ul style="list-style-type: none"> <li>• Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these to geographical enquiry.</li> </ul>