
 PASSPORT	STEP	LOCATIONAL KNOWLEDGE World's countries, maps of world, environmental regions, key characteristics, key cities	PLACE Similarities, differences and links between places through the study of human and physical geography of a region	PHYSICAL PROCESSES geological timescales, plate tectonics, rocks, weathering and soils, weather & climate, climate change from Ice Age to present, glaciation, hydrology, coasts	HUMAN PROCESSES population and urbanisation, international development, economic activity, the use of natural resources	GEOGRAPHICAL SKILLS Globes, maps (including OS) and atlases in the classroom and in the field, map skills, aerial & satellite photographs, GIS	FIELDWORK & ENQUIRY Fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources
PIONEER	9	<i>All of the below and...</i> ...can offer an outstanding knowledge of the world's countries and major cities, often learned independently	<i>All of the below and...</i> ...can evaluate whether the similarities, differences and links between places are typical or atypical	<i>All of the below and...</i> ...can understand that complex interactions can cause physical processes and landforms to change over time	<i>All of the below and...</i> ...can understand that complex interactions can cause human processes and societies to change over time	<i>All of the below and...</i> ...can use multiple sources of complex information, including GIS, topographical and thematic mapping to view and analyse places and data	<i>All of the below and...</i> ...can draw selectively on geographical ideas and theories ...can complete geographical investigations independently
TRAILBLAZER	8	<i>All of the below and...</i> ...can recall a wide range of specific detail relating to the issue and to the location being studied	<i>All of the below and...</i> ...can explain and predict changes in the characteristics of places over time	<i>All of the below and...</i> ...can explain changes in the characteristics of landforms over time in terms of physical processes	<i>All of the below and...</i> ...can explain changes in the characteristics of societies over time in terms of human processes	<i>All of the below and...</i> ...can use a wide range of map skills, including GIS, topographical and thematic mapping to view and analyse places and data	<i>All of the below and...</i> ...can use multiple sources of complex primary and secondary data ...can independently sequence enquiries
GLOBE-TROTTER	7	<i>All of the below and...</i> ...can recall a range of specific detail relating to the issue and to the location being studied	<i>All of the below and...</i> ...can fully explain the characteristics of places with specific detail	<i>All of the below and...</i> ...can use named examples and place knowledge to explain physical processes with specific detail	<i>All of the below and...</i> ...can use named examples and place knowledge to explain human processes with specific detail	<i>All of the below and...</i> ...can use a range of map skills, including GIS, topographical and thematic mapping to view places and data	<i>All of the below and...</i> ...can evaluate data and offer substantiated conclusions ...can start to plan their own fieldwork and investigations
ADVENTURER	6	<i>All of the below and...</i> ...can recall specific facts relating to the issue and to the location being studied	<i>All of the below and...</i> ...can explain in detail how places are linked considering both physical and human geography	<i>All of the below and...</i> ...can explain physical processes in detail using a variety of keywords ...can explain fully how a variety of landforms have been formed	<i>All of the below and...</i> ...can explain human processes in detail using a variety of keywords	<i>All of the below and...</i> ...can fully explain the distribution of geographical features using 6-figure grid references accurately	<i>All of the below and...</i> ...can analyse data and fully explain reasons for the results ...can use primary and secondary sources gathered independently
EXPLORER	5	<i>All of the below and...</i> ...can recall some detail (at times without facts and figures) relating to the issue and to the location being studied	<i>All of the below and...</i> ...can link places together using brief explanations ...can suggest reasons for the similarities/differences	<i>All of the below and...</i> ...can start to explain physical processes ...can start to explain how major landforms have been created	<i>All of the below and...</i> ...can start to explain human processes	<i>All of the below and...</i> ...can view and start to explain the distribution of geographical features using 6-figure grid references	<i>All of the below and...</i> ...can start to suggest reasons for the results and can suggest other primary and secondary sources
DISCOVERER	4	<i>All of the below and...</i> ...can recall vague detail (often without facts and figures) relating to the issue and to the location being studied	<i>All of the below and...</i> ...can start to link places together in simple descriptive terms	<i>All of the below and...</i> ...can recognise and describe physical processes and landforms, although detail might be vague	<i>All of the below and...</i> ...can recognise and describe human processes, although detail might be vague	<i>All of the below and...</i> ...can view and describe the distribution of geographical features using 4-figure grid references, scale and the eight points of the compass	<i>All of the below and...</i> ...can collect a range of appropriate data and can describe data using evidence to back up a point
FOUNDER	3	<i>All of the below and...</i> ...can offer generalised statements relating to the issue and to the location being studied	<i>All of the below and...</i> ...can identify basic similarities and differences between places	<i>All of the below and...</i> ...can identify the fundamental parts of physical processes and landforms	<i>All of the below and...</i> ...can identify the fundamental parts of human processes	<i>All of the below and...</i> ...can use atlases, globes and OS maps to identify and begin to describe the distribution of geographical features	<i>All of the below and...</i> ...can collect a range of data and use simple presentation techniques which are presented accurately with a title and labels
VACATIONER	2	<i>All of the below and...</i> ...can offer one or two simple but perhaps incorrect statements relating to the issue and to the location being studied	<i>All of the below and...</i> ...can identify one or two basic similarities and differences	<i>All of the below and...</i> ...can identify a limited range of basic physical processes and landforms	<i>All of the below and...</i> ...can identify a limited range of basic human processes, e.g. people move to cities	<i>All of the below and...</i> ...can use atlases, globes and OS maps to find places and recognise picture and line features such as roads and rivers	<i>All of the below and...</i> ...can collect data and begin to present information
VOYAGER	1	...can attempt to recall some information about a place, but likely to be incorrect or severely lacking in detail	...can make some simple observations about places	...can make some simple observations about physical processes and landforms	...can make some simple observations about human processes	...can use some simple skills e.g. find countries in an atlas and make some simple observations about map features, such as the points of the compass	...can collect data and make some attempt to work with it

 PASSPORT	STEP	DECISION MAKING	ENVIRONMENT & SUSTAINABILITY
PIONEER	9	<i>All of the below and...</i> ...can evaluate changes caused by the decision over time	<i>All of the below and...</i> ...can evaluate various strategies to managing environments, referring to future complex and unintended changes
TRAILBLAZER	8	<i>All of the below and...</i> ...can analyse changes caused by the decision over time	<i>All of the below and...</i> ...can evaluate various strategies to managing environments
GLOBE-TROTTER	7	<i>All of the below and...</i> ...can justify the decision over other options	<i>All of the below and...</i> ...can analyse the conflicting demands on the environment which may create conflicts of interest
ADVENTURER	6	<i>All of the below and...</i> ...can fully explain the effect the decision may have, using well-selected resources to support	<i>All of the below and...</i> ...can explain ways that human activities cause environments to change, referring to sustainable development
EXPLORER	5	<i>All of the below and...</i> ...can start to explain the effect the decision may have in the short-term and long-term	<i>All of the below and...</i> ...can start to explain some ways that human activities cause environments to change
DISCOVERER	4	<i>All of the below and...</i> ...can make a decision and can describe the immediate effect it may have	<i>All of the below and...</i> ...can describe the ways in which people can improve and change environments
FOUNDER	3	<i>All of the below and...</i> ...can make a decision giving one or two main reasons to support	<i>All of the below and...</i> ...can identify the main ways in which people can improve and change environments
VACATIONER	2	<i>All of the below and...</i> ...can make a decision with one to two unsupported reasons	<i>All of the below and...</i> ...can identify one or two ways in which people can improve and change environments
VOYAGER	1	...can begin to suggest a decision	...can make some simple observations about how people can improve and change environments

