

End of Year Expectations for Geography- KS3

Year	By the end of Year 7
7	I can use the 8 point compass to describe direction
	I can describe the location of the UK in the context of the world
	I can use 4 figure grid references effectively
	I can explain the components of a map (scale, key, symbols, contours)
	I can describe 3 tectonic plate boundaries
	I can describe the causes, impacts and responses of a volcanic eruption
	I can compare the physical and human characteristics of Australia and China
	I can explain how animals and plants have adapted to live in different biomes
	I can explain the formation of sedimentary rock and how people use limestone landscapes
	I can explain the importance of my region in producing food in the UK
	I understand the need for importing food into the UK and the social, economic and environmental implications of this
	I can draw a climate graph and describe the climate of a place.
	I can describe the impact of climate change on the polar regions of the world

By the end of year seven.....students will have developed a passion for the study of people and places through studies of the world around them, including earthquakes, volcanoes, and Antarctica, food and adventure landscapes. Students are expected to acquire a range of basic geographical skills, such as map symbols, four figure grid references and using compass points. They will study a comparison between Australia and China to gain an understanding of how countries develop,

Year	By the end of Year 8
8	I can explain how physical processes of erosion, transportation and deposition shape fluvial landforms
	I can explain how flooding is caused, and suggest methods to reduce the risk from flooding.
	I can explain how settlements are founded and how they grow
	I can describe the population density and distribution within the UK and reasons for this trend.
	I can determine the reasons for migration and categorise them into key terms.
	I can explain the difference between weather and climate and how we measure variations.
	I can explain the difference in high and low pressure systems and the influence they have on our weather.
	I can explain the causes, impacts and responses to a tsunami, in reference to a case study
	I can hypothesise on the formation of physical geographical features and apply knowledge to reason their formation
	I can explain how physical processes of erosion, transportation and deposition shape coastal landforms
	I can make an informed decision on the protection of a coastal settlement based on cost / benefit analysis

By the end of year eight.....students will have continued to acquire critical geographical knowledge of crucial concepts, such as weather, river systems, coastal formations and population. Students will begin to apply a range of subject specific terminology and their knowledge to a case study of physical and human Geography on Thailand.

Year	By the end of Year 9
9	I can explain how advancements in technology have improved the quality of life for people living in LIC's
	I can evaluate the impact of an ageing population on a developed country (Japan)
	I can use choropleth maps effectively to explain density and distribution of population and resources (Russia)
	I can understand geopolitical decisions in the context of the race for the Arctic.
	I can explain how we are all interconnected through globalisation and why this is both an advantage and disadvantage
	I can explain the methods used, and the importance of maintaining resources within the UK (energy, food and water)
	I can explain how conflict in the Middle East is related to resource management
	I can make an evaluation of the water crisis in the Middle East and offer a measured solution.
	I can explain why the population of the arid regions of Africa is growing and the impact this has on the environment
	I can explain the methods used to prevent desertification spreading further into the Sahel
	I can evaluate the social, economic and environmental aspects of an issue to support an argument for and against
	I can make a decision based on evidence and write a persuasive argument

By the end of year nine.....will apply the knowledge and skills gleaned in the previous two years in terms of both physical and human Geography to a series of contrasting case studies encompassing Japan, Africa, Russia, the UK and the Middle East. The intention is to apply geographical theories and specialist terminology to a range of contrasting cultures and locations across the world.

Year	By the end of Year 11
10 & 11	Demonstrate knowledge of locations, places, processes, environments and different scales
	Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes
	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements
	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

By the end of key stage four.....the students will have acquired the skills and knowledge to tackle the demands of the three GCSE papers. In terms of paper one, students will study coasts, rivers, desert, the rainforest, earthquakes and volcanoes, using skills of analysis to explain the physical processes that shape the world. For paper two, students revisit a range of case studies, including London and Rio, to investigate concepts such as sustainability and development to assess and evaluate the impact that people are having on economic and urban development. Finally, students will employ fieldwork to showcase map and enquiry skills in issue evaluation, as required by paper three.