

Geography	Contextual World Knowledge (Acquire)	Understanding (Apply)	Geographical enquiry and application of skills (Apply)	Personal development: Safety, inclusivity and careers
<p>By the end of KS3 students will:</p>	<p>Locational knowledge- Spatial awareness of the world's countries using maps of the world to consider their environmental regions.</p> <p>Physical geography – Know a wide range of natural influences such as plate tectonics, climate change and hydrology.</p> <p>Human geography – Know a wide range of human influences such as population, urbanisation, international development and the use of natural resources.</p>	<p>Place knowledge – Understanding geographical similarities, differences and links between places as well as how these places change over time considering aspects of sustainability.</p> <p>Physical and human geography – How human and physical processes interact to change landscapes over time.</p>	<p>Atlases: Confidently apply knowledge gained from a variety of maps to local and global issues.</p> <p>O.S maps: Accurately interpret Ordnance Survey maps of the U.K to gain a deeper understanding of the physical and human geography of the U.K.</p> <p>GIS: Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>Fieldwork: Use fieldwork to collect, analyse and draw conclusions from geographical data.</p> <p>Extended writing: Consistent use of the PEDaL technique for pieces of extended writing.</p>	<p>Safety: Students are aware how they can keep themselves and others safe in an ever-changing world through an awareness of: Online safety, healthy relationships, mental and emotional wellbeing, exploitation and interpersonal violence.</p> <p>Inclusivity: Students will develop a deep understanding of how physical and human geography influence the actions of people around the world. Students are encouraged to ask 'why' when studying different cultures.</p> <p>Careers: Students will be introduced to a wide range of career options specifically linked to areas of physical and human geography.</p>
<p>Year 9 Greater Depth</p>	<ul style="list-style-type: none"> • Pupils make detailed links between the physical and human geography of places studied at a local, national and global scale showing a wide-ranging knowledge of physical and human geography. • Pupils show their detailed knowledge of places at a local, national and global scale offering detailed descriptions of the physical and human geography using a wide range of accurate geographical terminology. 	<ul style="list-style-type: none"> • Pupils analyse in detail the interactions between physical and human processes and can evaluate the relative importance of physical and human factors in the changes affecting a range of scales. • Pupils critically analyse different approaches to sustainable development understanding the causes and consequences of environmental change at a range of scales. • Pupils show a detailed understanding of how interactions between people and environments can result in complex and unintended changes, negatively impacting on a wide range of sustainability issues. • Pupils can critically evaluate a wide range of viewpoints on a geographical issue to come to a substantiated conclusion of their own. 	<ul style="list-style-type: none"> • Pupils demonstrate clear independence in identifying appropriate geographical questions and enquiry techniques. • Pupils select and clearly evaluate sources to establish evidence for their own geographical enquiries suggesting detailed conclusions. • Detailed evaluations are made suggesting wide ranging limitations to the enquiry and possible improvements. • Findings to geographical enquiry are presented using a wide range of graphical techniques and extended writing making clear links between areas of geography. • Pupils make detailed use of the resources given to them to respond to questions about places. 	<ul style="list-style-type: none"> • Pupils show a detailed awareness of how to keep themselves and others safe in an ever-changing world showing a clear understanding of the factors that may influence this in the future. • Pupils show a detailed awareness of how physical and human geography influences the actions of people around the world showing a clear understanding of the factors that may influence this in the future. • Pupils show a detailed understanding of careers linked to physical and human geography with a clear understanding of the factors that may influence these careers in the future.
<p>Year 9 Expected Year 8 Greater Depth</p>	<ul style="list-style-type: none"> • Pupils make clear links between the physical and human geography of places studied at a local, national and global scale. • Pupils show their detailed knowledge of places at a local, 	<ul style="list-style-type: none"> • Pupils have a clear understanding that places change over time and that this change is the result of physical and human factors at a range of scales. • Pupils have a clear understanding of the different approaches to sustainable development and have 	<ul style="list-style-type: none"> • Pupils demonstrate some independence in identifying appropriate geographical questions and enquiry techniques. • Pupils select and clearly evaluate sources to establish evidence for their own geographical enquiries suggesting detailed conclusions. 	<ul style="list-style-type: none"> • Pupils show a detailed awareness of how to keep themselves and others safe in an ever-changing world showing some understanding of the factors that may influence this in the future. • Pupils show a detailed awareness of how physical and human geography influences the actions of people around the world showing some understanding of the factors that may influence this in the future.

	<p>national and global scale offering detailed descriptions of the physical and human geography using a wide range of accurate geographical terminology.</p>	<p>an awareness of the causes and consequences of environmental change.</p> <ul style="list-style-type: none"> ● Pupils clearly consider how interactions between people and environments can result in unintended changes. Some elements of sustainability are considered. ● Pupils can clearly evaluate a range of viewpoints on a geographical issue to come to a clear conclusion of their own. 	<ul style="list-style-type: none"> ● Clear evaluations are made suggesting limitations to the enquiry and some possible improvements. ● Findings to geographical enquiry are presented using a wide range of graphical techniques and extended writing making clear links between areas of geography. ● Pupils make detailed use of the resources given to them to respond to questions about places. 	<ul style="list-style-type: none"> ● Pupils show a detailed understanding of careers linked to physical and human geography with some understanding of the factors that may influence these careers in the future.
Year 8 Expected Year 7 Greater Depth	<ul style="list-style-type: none"> ● Pupils show their detailed knowledge of places at a local, national and / or global scale offering detailed descriptions of the physical and human geography using a wide range of accurate geographical terminology. 	<ul style="list-style-type: none"> ● Pupils show a detailed understanding of how physical and human features of a place help to give a location its unique character and that this character will vary on a national and global scale. ● Pupils express a detailed understanding of the physical and human geography of a locality demonstrating a sound understanding of the interdependence between physical and human activity. 	<ul style="list-style-type: none"> ● Pupils select and begin to evaluate sources to establish evidence for their own geographical enquiries suggesting plausible conclusions. ● Limited evaluations are made suggesting few limitations and improvements to the enquiry. ● Findings to geographical enquiry are presented graphically and in extended writing. ● Pupils make detailed use of the resources given to them to respond to questions about places. 	<ul style="list-style-type: none"> ● Pupils show a clear awareness of how to keep themselves and others safe in an ever-changing world. ● Pupils show a clear awareness of how physical and human geography influences the actions of people around the world. ● Pupils show a clear understanding of careers linked to physical and human geography.
Year 7 Expected	<ul style="list-style-type: none"> ● Pupils show clear knowledge of places at a local, national and / or global scale offering clear descriptions of the physical and human features using accurate geographical terminology. 	<ul style="list-style-type: none"> ● Pupils show a clear understanding of how physical and human features of a place help to give a location its unique character and that this character will vary on a global scale. ● Pupils express a clear understanding of the physical and human geography of a locality, understanding how people affect the environment, and the environment affects people. 	<ul style="list-style-type: none"> ● Pupils select sources to establish evidence for their own geographical enquiries suggesting simple conclusions. ● Findings to geographical enquiry are presented graphically and / or in extended writing. ● Pupils make clear use of the resources given to them to respond to questions about places. 	<ul style="list-style-type: none"> ● Pupils show a clear awareness of how to keep themselves and others safe in an ever-changing world. ● Pupils show a clear awareness of how physical and human geography influences the actions of people around the world. ● Pupils show a clear understanding of careers linked to physical and human geography.