

**Geography Year 7****Autumn Term**

Pupils show clear skills and understanding in studies at a local scale. They can name and locate the 5 oceans and 7 continents, have confident use of compass directions and can give key points to describe a location.

Pupils are able to identify key features of the weather and the instruments and units of measurements to record the different types of weather.

Pupils can use a climate graph to start to highlight similarities and differences between contrasting locations. Pupils can also use development indicators to highlight similarities and differences in contrasting development of two or more locations.

**Spring Term**

Pupils identify and can give a clear description of the physical and human features of places at both a local and global scale. Pupils can start to create their own definitions of geographical terminology using key words.

Pupils can use basic maths skills to explain and analyse data. This will include mean and range. Pupils are able to work out how to use scale on different maps and atlases.

Pupils begin to categorise effects into; advantages and disadvantages and also social, economic and environmental.

Pupils will start to structure their written work in Point, Example and Develop (P.E.D.) to ensure all their ideas are fully explained. This will consist of one clear point and one reason.

**Summer Term**

Pupils give a clear description and show a clear understanding that different places may have both similar and different characteristics. Pupils will begin to use climate graphs to highlight trends and give examples. This will enable pupils to make a comparison of two or more locations with contrasting climates.

Pupils will be able to describe a location using maps and atlases at a range of scales. Pupils will begin to show an understanding of scale (both time and space).

Pupils will be able to use development indicators to compare contrasting locations. Pupils will be able to make links to the level of development of these places.

**Geography Year 8****Autumn Term**

Pupils give a clear description, identifying trends and anomalies, using a range of geographical sources. Pupils are able to identify key features from a photographic source. They can also use source material to describe a location.

Basic numeracy skills are developed to calculate and compare the basic living wage, create a choropleth map and utilise tally charts to record data. They can also make a comparison of contrasting locations using basic quantitative and qualitative data.

Pupils create a description of a location to include a basic range of scales and compass points.

**Spring Term**

Pupils give a clear comparison at a range of scales and can perform clear categorisation of geographical effects. This will enable pupils to create empathy for stakeholders within a geographical issue.

The development of literacy skills to be able to begin to write to targeted audiences. Pupils will begin to manipulate data to be able to use this in contrasting locations and as evidence for an 'argument'.

Pupils can use locational and physical features to describe natural hazards. Pupils build on their description of a location to include a clear use of scales and compass points as well as other physical geographical features.

**Summer Term**

Pupils give clear explanations of the interactions within and between physical and human processes, and use this understanding to explain the resulting change.

Pupils will show a basic understanding of how to construct a fieldwork project around school. This will include a clear structure; creating relevant hypothesis, methodology, data collection, data analysis, data presentation, creating a conclusion and an evaluation.

Pupils will be able to use a range of sources to create a detailed description of a location, to include physical features, such as relief, and link physical and human features.

**Geography Year 9****Autumn Term**

Pupils can give a clear connection to illustrate the interactions between physical locations and human actions. Pupils will be able to describe patterns and trends within locations and link these to both physical and human influences. Pupils begin to analyse a maps and sources for reliability.

Pupils show an understanding of both human and physical reasons for conflict. They are able to explain how conflict can affect people on both sides.

Pupils use clear knowledge and understanding of geography of the UK and the wider world to analyse the human characteristics of places and also contrasting cultures

**Spring Term**

Pupils give a clear explanation of interactions within and between physical and human processes and show how these interactions help change places and environments.

Pupils are able to create links between processes and landforms. They can explain the formation of a landform and link to the relevant processes involved. Pupils can use examples to provide evidence for geographical theories.

Pupils can recognise both river and coastal features on an OS map and utilise 4/6 figure grid references, height, distance, direction and scale.

**Summer Term**

Using examples at a range of scales pupils can give a clear assessment of the relative merits of sustainable management of resources.

Pupils can confidently use graphical skills to compare global trends showing how demand for resources is met (or not). Pupils can use a range of source material to contrast the development of areas in both UK and NEE countries.

Pupils confidently and consistently use case study evidence to support geographical issues and trends.