Geography	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is working beyond the expected progress for this point within the course.
Year 7 Autumn Unit 1: Making Geographical Decisions (MGD)	Students working **towards** expected outcomes in Year 7 can: • State what HS2 is without detail • List some benefits or negative impacts of HS2 but cannot categorise them • Give a simple opinion on HS2 without balance • State that geographical enquiry involves collecting data but cannot explain how • List some data collection methods without justification • Present data in a basic format with errors • Give a simple conclusion without analysis • Identify compass directions and some OS map symbols • Use 4-figure grid references with errors	Students working **at** expected outcomes in Year 7 can: • Explain what HS2 is and its purpose • Explain benefits and negative impacts of HS2 categorised as social, economic and environmental • Come to a balanced conclusion about HS2 using evidence • Explain what a geographical enquiry is and how data can be collected and presented • Analyse data and draw clear conclusions • Evaluate the reliability of data collection methods • Use compass directions, OS map symbols and 4- and 6-figure grid references accurately	Students working **beyond** expected outcomes in Year 7 demonstrate working at the expected level and can consistently apply this. They also can: • Evaluate the long-term social, economic and environmental impacts of HS2 • Justify a well-balanced conclusion about HS2 using detailed evidence • Critically assess the strengths and weaknesses of different data collection and presentation methods • Apply geographical enquiry skills to unfamiliar contexts
Unit 2: Rivers	• Give a basic description of the hydrological cycle with missing stages • List some components of a drainage basin but may confuse terms • Describe the long profile of a river in simple terms; cross profile may be missing • Name some types of erosion but cannot explain them clearly • State that deposition occurs without explaining why • Give a basic description of waterfall and gorge formation with errors in sequence • Give a basic description of meanders and oxbow lakes; lacks explanation	• Explain the hydrological cycle clearly, including key processes • Describe components of a drainage basin accurately using correct terminology • Describe and explain the long and cross profile of a river • Explain the four main types of erosion and why deposition occurs • Describe and explain the formation of waterfalls, gorges, meanders, oxbow lakes, floodplains and levees in correct sequence	• Analyse how physical and human factors interact to influence flood risk • Evaluate the importance of rivers for different stakeholders (social, economic, environmental) • Compare and contrast river landforms and processes across different stages of the river • Use detailed examples and diagrams to support explanations

	• List floodplain and levees as landforms but cannot explain formation • List simple physical and human factors affecting flood risk without detail • Identify some map features but may misinterpret land use or relief • State that rivers are important but only give generic reasons	• Explain physical and human factors affecting flood risk with examples • Interpret maps to identify land use, relief and river course factors affecting flood risk • Explain why rivers are important socially, economically and environmentally with examples	• Apply knowledge to unfamiliar contexts (e.g., predicting impacts of changes in land use or climate on rivers)
Year 7 Spring **Unit 3: A Biodiverse World**	Students working **towards** expected outcomes in Year 7 can: • Give a basic description of an ecosystem • List some biotic and abiotic factors without examples • Define producers, consumers and decomposers with errors • Draw a simple food chain but not a food web • State that biomes exist without describing their characteristics • List some adaptations without distinguishing behavioural and physical • Give a basic description of the Arctic biome without detail • State that the Arctic and coral reefs face threats without explanation • List some conservation strategies without detail	Students working **at** expected outcomes in Year 7 can: • Describe the characteristics of an ecosystem and give examples of biotic and abiotic factors • Define producers, consumers and decomposers accurately with examples • Draw and interpret food chains and food webs • Describe the distribution and characteristics of global biomes • Explain behavioural and physical adaptations with examples from different biomes • Describe the Arctic biome, its characteristics and adaptations of plants and animals • Explain why the Arctic is important and the threats it faces • Describe the characteristics and locations of coral reefs and explain threats • Explain management strategies for coral reefs with examples	Students working **beyond** expected outcomes in Year 7 demonstrate working at the expected level and can consistently apply this. They also can: • Analyse how biotic and abiotic factors interact within ecosystems • Evaluate the importance of biodiversity for global sustainability • Assess the effectiveness of conservation strategies in the Arctic and coral reefs • Compare adaptations across different biomes and explain how they support survival • Suggest innovative solutions for managing threats to biodiversity

Unit 4: Climate Change	• Can state simple facts about weather and climate but cannot clearly explain the difference. • Give a basic definition of climate change without detail or examples. • Identify that greenhouse gases exist but cannot explain the enhanced greenhouse effect. • List some evidence of climate change but cannot categorise or explain it. • Name a few human causes of climate change without detail or examples. • State that climate change has impacts but cannot categorise them as social, economic or environmental. • Give a basic description of damage to biomes without explanation.	• Explain the difference between weather and climate clearly. • Define climate change and the enhanced greenhouse effect accurately. • Describe different types of evidence for climate change. • Explain at least three major human causes of climate change with examples. • Identify some natural causes of climate change from the past. • Categorise impacts of climate change as social, economic and environmental with examples. • Explain how different biomes are being damaged by climate change. • Describe how countries, including the UK, are affected by sea level rise. •	• Analyse interactions between human and natural causes of climate change. • Evaluate the reliability of different types of evidence for climate change. • Assess the long-term social, economic and environmental impacts of climate change globally. • Compare impacts of climate change across different biomes and countries. •
Year 7 Summer **Unit 4: Climate Change Cont.**	Students working **towards** expected outcomes in Year 7 can: • Mention mitigation and adaptation but cannot explain or give examples. • Express a simple opinion on tackling climate change without justification.	Students working **at** expected outcomes in Year 7 can: • Explain mitigation and adaptation strategies with examples and evaluate their effectiveness. • Make reasoned judgements about tackling the climate crisis and justify opinions with evidence.	Students working **beyond** expected outcomes in Year 7 demonstrate working at the expected level and can consistently apply this. They also can: • Critically evaluate mitigation and adaptation strategies, suggesting improvements or innovative solutions. • Formulate well-balanced, evidence-based arguments about tackling the climate crisis.

| Unit 5: Urban Environments | • Can identify some basic factors influencing early settlement but struggles to explain their importance.
• Shows limited understanding of differences between urban and rural areas; may confuse key features.
• Can name one or two types of settlement but cannot describe their characteristics clearly.
• Has partial knowledge of employment sectors; may only recall primary and secondary.
• Finds it difficult to explain land use patterns from CBD to suburbs; limited reference to Burgess Model.
• Has a basic idea of urban sprawl but cannot explain causes or impacts.
• Can state simple advantages/disadvantages of brownfield or greenfield sites but lacks detail or comparison. | • Can describe key factors influencing early settlers and explain why they were important.
• Clearly distinguishes urban and rural areas with examples of features.
• Can identify and describe different types of settlement (village, town, city) with examples.
• Understands all four employment sectors and can give examples for each.
• Can explain land use changes from CBD to outer suburbs using the Burgess Model.
• Understands urban sprawl, its causes, and some impacts on environment and society.
• Can compare advantages and disadvantages of brownfield and greenfield sites with relevant examples. | • Provides detailed comparisons of urban and rural areas, including social and economic implications.
• Analyses employment sectors, showing how they change over time and across regions.
• Can critically assess land use patterns, including limitations of the Burgess Model and alternative models.
• Explains urban sprawl in depth, considering sustainability
• Can evaluate planning decisions for brownfield and greenfield sites, considering environmental, economic, and social impacts. |