



| Geography  | Working towards expected outcomes<br>Your child is not yet making the expected progress within this course.  | Working at expected outcomes<br>Your child is achieving the expected progress for this point within the course.  | Working beyond expected outcomes<br>Your child is working beyond the expected progress for this point within the course.  |
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| Year 8 Autumn<br><br><b>Unit 1:<br/>Population</b> | Students working <b>towards</b> expected outcomes in Year 8 can: <ul style="list-style-type: none"> <li>• Give a basic description of population distribution without examples</li> <li>• Define population density incorrectly or incompletely</li> <li>• State that population has grown without interpreting data</li> <li>• Define birth and death rate but cannot explain changes</li> <li>• List some development indicators without examples</li> <li>• State that countries move through stages of DTM without explanation</li> <li>• Give a basic description of overpopulation and pollution</li> <li>• State that ageing and youthful populations exist without explaining impacts</li> <li>• List elements of the One Child Policy without detail</li> </ul> | Students working <b>at</b> expected outcomes in Year 8 can: <ul style="list-style-type: none"> <li>• Describe global distribution of densely and sparsely populated areas with examples</li> <li>• Define population density and distribution accurately</li> <li>• Explain population growth over time using graph data</li> <li>• Define birth and death rate and explain reasons for changes</li> <li>• Explain economic and social indicators of development</li> <li>• Describe the demographic transition model and explain stages</li> <li>• Explain social and environmental impacts of overpopulation</li> <li>• Explain causes and effects of pollution in China</li> <li>• Describe and explain population pyramids for HICs and LICs</li> <li>• Explain issues and benefits of youthful and ageing populations</li> <li>• Explain benefits and issues of the One Child Policy</li> </ul> | Students working <b>beyond</b> expected outcomes in Year 8 demonstrate working at the expected level and can consistently apply this. They also can: <ul style="list-style-type: none"> <li>• Analyse how development indicators link to population trends</li> <li>• Evaluate the impacts of population policies in different countries</li> <li>• Assess the sustainability of strategies to manage population change</li> <li>• Compare population structures and challenges in HICs and LICs</li> <li>• Use detailed examples and data to support evaluative conclusions</li> </ul> |





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| <p>Year 8<br/>Spring</p> <p><b>Unit 2: Coasts</b></p> | <p>Students working <b>towards</b> expected outcomes in Year 8 can:</p> <ul style="list-style-type: none"><li>• State that waves shape the coast without explaining formation</li><li>• List differences between constructive and destructive waves without detail</li><li>• Name types of erosion but cannot explain processes</li></ul> <p>Give a basic description of weathering types</p> <ul style="list-style-type: none"><li>• Describe coastal features with errors in sequence</li><li>• State that longshore drift moves sediment without explaining how</li><li>• Describe some depositional features (spits) without detail of process and errors in sequence</li><li>• State that coastal erosion has impacts without categorising</li><li>• List some hard and soft engineering methods without evaluation</li></ul> | <p>Students working <b>at</b> expected outcomes in Year 8 can:</p> <ul style="list-style-type: none"><li>• Explain how waves form and factors influencing size</li><li>• Describe differences between constructive and destructive waves clearly</li><li>• Explain the four types of erosion and their impact on the coastline</li><li>• Define physical, chemical and biological weathering</li></ul><br><ul style="list-style-type: none"><li>• Explain step-by-step formation of headlands, bays, caves, arches, stacks and stumps in the correct sequence with geographic terminology</li><li>• Explain longshore drift and formation of spits with a clearly labelled diagram</li><li>• Explain social, economic and environmental impacts of coastal erosion</li><li>• Evaluate positives and negatives of hard and soft engineering strategies</li></ul> | <p>Students working <b>beyond</b> expected outcomes in Year 8 demonstrate working at the expected level and can consistently apply this. They also can:</p> <ul style="list-style-type: none"><li>• Analyse how geology and wave type interact to shape coastlines</li><li>• Use detailed examples and diagrams to support explanations</li><li>• Evaluate the sustainability of different coastal management strategies</li><li>• Assess conflicts between stakeholders in coastal management</li><li>• Suggest innovative solutions for managing coastal erosion</li></ul> |
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| <p>Year 8<br/>Summer</p> <p><b>Unit 3: Hazards</b></p> | <p>Students working <b>towards</b> expected outcomes in Year 8 can:</p> <ul style="list-style-type: none"><li>• List the layers of the Earth but confuse their characteristics</li><li>• State that plates move but cannot explain convection currents</li><li>• Identify plate boundaries but cannot describe processes</li><li>• Give a basic description of earthquakes and volcanoes without using key terms</li><li>• List some effects of earthquakes without detail</li><li>• State that prediction and protection exist without explanation</li><li>• Name the earthquake case study but give generic impacts</li></ul> | <p>Students working <b>at</b> expected outcomes in Year 8 can:</p> <ul style="list-style-type: none"><li>• Describe the characteristics of the Earth's layers<br/>Explain how convection currents move tectonic plates</li><li>• Draw and label diagrams of destructive, constructive and conservative boundaries</li><li>• Write clear step-by-step explanations of processes at each boundary</li><li>• Explain how earthquakes form using terms epicentre and focus</li><li>• Describe effects of earthquakes and explain why impacts differ in LICs &amp; HICs</li><li>• Explain prediction, protection and preparation strategies</li><li>• Describe features of shield and composite volcanoes and explain hotspot formation</li><li>• Explain volcanic hazards with examples</li><li>• Explain causes and effects of the specific earthquake case study with detail</li></ul> | <p>Students working <b>beyond</b> expected outcomes in Year 8 demonstrate working at the expected level and can consistently apply this. They also can:</p> <ul style="list-style-type: none"><li>• Analyse how physical and human factors interact to influence vulnerability</li><li>• Evaluate the effectiveness of strategies to reduce earthquake impacts</li><li>• Evaluate how impacts of earthquakes in HICs and LICs socially &amp; economically</li><li>• Assess the role of governance and development in disaster response</li><li>• Use detailed case study evidence to support evaluative conclusions</li></ul> |
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