

Expectations summary

	Working Towards	Working At	Working Beyond
Year 7	• I can use facts to describe about place and environment with some accuracy. • I can give brief descriptions on the relationship between people and the environment. • I can use some low-level geographical skills.	• I can use facts to accurately describe about place and environment. • I have a good understanding of the relationship between people and the environment. • I can use a range of geographical skills accurately.	• I can describe about place and environment in detail using correct facts and correct geographical vocabulary. • I can explain the importance of the relationship between people and the environment and give brief conclusions from the given evidence. • I can use a wide range of geographical skills accurately.
Year 8	• I can use facts to accurately describe about place and environment. • I have a good understanding of the relationship between people and the environment. • I can use a range of geographical skills accurately.	• I can describe about place and environment in detail using correct facts and correct geographical vocabulary. • I can explain the importance of the relationship between people and the environment and give brief conclusions from the given evidence. • I can use a wide range of geographical skills accurately.	• I can use a range of geographical terminology and key words accurately. • I can explain the significance of the relationship between people and place; and evaluate the main causes and consequences of geographical events. • I can accurately use, and show good understanding, of a wide range of geographical skills
Year 9	• I can describe about place and environment in detail using correct facts and correct geographical vocabulary. • I can explain the importance of the relationship between people and the environment and give brief conclusions from the given evidence. • I can use a range of geographical skills accurately.	• I can use a range of geographical terminology and key words accurately. • I can explain the significance of the relationship between people and place; and evaluate the main causes and consequences of geographical events. • I can accurately use, and show good understanding, of a wide range of geographical skills	• I correctly use geographical terminology to explain the significance of the relationship between people and place in all environments. • I can explain the long and short-term consequences of different geographical formations and issues, whilst considering how and why geographers may have conflicting opinions of events. • I can accurately use, and show a very good understanding, of a wide range of geographical skills



St Bede's Catholic Voluntary Academy
KS3 Age Related Expectations

Department: Humanities (Geography)

YEAR 7	Working Towards	Working At	Working Beyond
Skills	• Identify basic information on a world map, e.g. the 7 continents • Use simple maps with support and can identify a small range of features. • Read basic graphs and tables	• Confidently uses maps, including OS maps, with 4-figure grid references and common symbols. • Can extract information correctly from graphs, tables and simple GIS sources (e.g. Google maps). • Can present data using charts, annotations, or simple sketch maps. • Can follow fieldwork instructions and collect data accurately with minimal support	• Use 6-figure grid references, scale, contours, and a wide range of OS symbols confidently. • Present data independently and creatively using well-designed diagrams, charts and maps. • Explain fieldwork methods and suggests improvements with clear justification.
Knowledge	• Remembers some key geographical facts. • Name some major continents and oceans. • A basic understanding of simple physical processes (e.g., weather).	• Has secure locational knowledge of continents, oceans, major countries and UK regions. • Knows key physical processes (e.g., climate zones) and human processes (e.g., settlement, population). • Uses correct geographical vocabulary for Year 7 topics (e.g. Settlement and Industry).	• Demonstrates strong recall of a wide range of places, features, global patterns and concepts. • Explains processes in detail and can make links between human and physical geography. • Uses advanced, precise vocabulary.
Understanding	• Gives simple descriptions with limited explanation of “why” or “how.” • Brief understanding of relationships (e.g., how climate affects vegetation).	• Detailed understanding of the causes and effects clearly for key geographical processes and issues. • Shows understanding of relationships between people and the environment. • Can compare places using physical and human features.	• Demonstrates deeper conceptual understanding, connecting multiple ideas (e.g., climate → resources → population). • Can explain complex interactions within environments with clarity. • Shows emerging ability to evaluate geographical ideas or viewpoints.



Year 8	Working Towards	Working At	Working Beyond
Skills	• Can use simple maps for relevant information on population, development and climate. • Interprets graphs/tables with support. • Uses 4-figure grid references; needs help with 6-figure references, scale and choropleths. • When using sources (photos, maps, GIS), descriptions are basic and with no explanations.	• Confidently interprets thematic maps (e.g., population density, development indices). • Uses 6-figure grid references, scale, and direction accurately. • Reads graphs effectively (population pyramids, development indicators, climate graphs). • Can present data appropriately using a range of graphs and annotated diagrams. • Uses a variety of sources to support explanations (e.g., graphs, maps, statistics).	• Makes clear connections between different data sets (e.g., GDP vs life expectancy). • Produces high-quality, well-designed data presentations (annotated maps, different types of graph). • Independently selects suitable methods to interpret or present geographic information. • Evaluates the reliability of data or sources and identifies limitations.
Knowledge	• Has partial knowledge of key terms (e.g., birth rate, GDP) but confusion is common. • Limited understanding of global population patterns or development differences. • Basic recall of case study facts about Kenya, China, and Russia. • Understands simple facts about global fashion.	• Knows key population concepts: birth rate, death rate, natural increase, migration. • Understands major development indicators (HDI, GDP, literacy rate) and what they show. • Has secure factual knowledge about Kenya, China, and Russia (location, economy, population, development context). • Knows how globalisation affects fashion supply chains, manufacturing and consumption. • Can recall detailed examples for case studies (e.g., China's population policy; Kenya's tourism; Russia's resources).	• Shows detailed and accurate knowledge of population dynamics and demographic transitions. • Knows multiple development measures and can compare and question their usefulness. • Demonstrates deep factual knowledge of case study countries, including regional variations within them. • Understands global systems behind the fashion industry (TNCs, trade networks, environmental impact). • Connects knowledge across topics (e.g., population → development levels → global fashion industry roles).



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Understanding	• Can describe patterns of population (e.g., high population in cities). • Explanations of development differences are simpler. • Limited links to physical and human factors in Kenya, China, or Russia. • Understanding of global fashion is descriptive (e.g., “clothes are made in factories”). • Tends to give one-point, unbalanced explanations.	• Can clearly explain population patterns using causes and effects. • Understands how physical factors (climate, resources) and human factors (politics, industry) affect development. • Can explain the role of different factors in shaping Kenya, China and Russia (e.g., resources, government policies, trade). • Understands how globalisation shapes the fashion industry and consumer impacts. • Produces well-structured explanations with some detail and examples.	• Demonstrates sophisticated, well-reasoned explanations connecting multiple factors. • Understands the complexity of development (historical, economic, environmental, political). • Can compare countries in depth using evidence (e.g., China vs Kenya development pathways). • Explains global fashion systems with insight (e.g., environmental impacts, ethical debates, fast-fashion economics). • Can evaluate different viewpoints and form justified conclusions (e.g., “Is tourism good for Kenya?”).
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Year 9	Working Towards	Working At	Working Beyond
Skills	- Can use simple maps but struggles to interpret more complex thematic maps (hazard maps, relief maps, coastal maps). - Reads graphs with support and may misinterpret trends in river discharge graphs or volcanic activity charts. - Struggles to use 6-figure grid references, contour lines, and OS map symbols accurately. - Limited ability to extract relevant information from photos or cross-sections. - Data presentation is simple and may lack clarity or accuracy.	- Confidently interprets a range of thematic maps (hazard distribution, coastal erosion trends, river drainage basins). - Uses 6-figure grid references, contour lines, scale and direction accurately. - Reads and interprets graphs effectively (hydrographs, height–distance graphs, hazard frequency charts). - Uses photos, GIS, diagrams and cross-sections to support clear explanations. - Presents data appropriately and clearly—bar charts, line graphs, annotated sketches, and labelled diagrams.	- Accurately interprets hydrological and coastal datasets. - Creates high-quality data presentations (annotated coastal profiles, hazard distribution maps, precise fieldwork diagrams). - Selects the most appropriate method for data presentation independently. - Evaluates source reliability and data limitations with justification.
Knowledge	- Recalls limited information about global locations and physical features. - Knows basic facts about tectonic hazards. - Has basic knowledge of coastal and river features; may confuse processes (erosion vs deposition). - Case study knowledge is minimal.	- Has secure knowledge of major global locations, landmarks, and the significance of “fantastic places.” - Knows key tectonic concepts (plate boundaries, causes of earthquakes/volcanoes, basic structure of the Earth). - Knows major coastal features (headlands, bays, cliffs, spits) and river features (meanders, oxbow lakes, floodplains).	- Demonstrates detailed, accurate knowledge across all topics with high-level precision. - Knows global tectonic patterns and can recall multiple hazard case studies, including facts and statistics. - Knows detailed coastal and river processes, including less common terminology (e.g., mass movement, hydraulic action). - Demonstrates broad locational knowledge for fantastic places, including environmental, cultural, and geopolitical links.



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KS3 Age Related Expectations

Department: Humanities (Geography)

		• Can recall accurate case study examples for each topic (e.g., a volcanic eruption, a river flood, a UK coastline). • Understands terminology appropriate for Year 9 (subduction, constructive/destructive waves, longshore drift, deposition, hydrograph). •	• Can connect knowledge across topics (e.g., tectonics → landscape formation → tourism).
Understanding	• Gives simple descriptions without clear explanation of causes/effects. • Understanding of tectonic hazards is basic (e.g., “volcanoes are dangerous”). • Limited ability to link processes to landforms in coasts and rivers. • Explanations lack detail, clarity, or use of key vocabulary.	• Can explain cause-and-effect relationships for tectonic hazards (e.g., how subduction creates volcanoes and causes earthquakes). • Understands how natural processes shape coastal and river landscapes (e.g., erosion + deposition → landforms). • Can make links between physical processes, human impacts, and management. • Explains the significance of fantastic places using environmental, cultural and geographical ideas. • Uses structured, well-developed paragraphs with geographical vocabulary.	• Shows sophisticated understanding of interactions (e.g., how tectonic settings influence development levels and hazard vulnerability). • Explains coastal and fluvial processes with clarity and depth, linking multiple processes together. • Evaluates management strategies (coastal defences, flood schemes, hazard responses) with evidence-based reasoning. • Makes thoughtful comparisons (e.g., comparing different tectonic events or coastal management approaches).

