

<h1>KS3 Geography</h1> <h2>Success criteria</h2>	Knowledge: Locations, places and features (Know geographical material)	Understanding: Process and interactions that explain features, patterns and changes over time and space (think like a geographer)	Geographical skills and enquiry: Observing, collecting, analysing, evaluating and communicating geographical information (study like a geographer)
<p>Extending</p> <p><i>S1: Knowledge and understanding of the UK and wider world</i></p> <p><i>S2: Knowledge of physical and human features of places</i></p> <p><i>S3: Geographical communication</i></p> <p><i>S4: Geographical patterns</i></p> <p><i>S5: Geographical process leading to change</i></p> <p><i>S6: Interaction of people on the environment</i></p> <p><i>S7: Views on geographical change</i></p> <p><i>S8: Using sources and evidence</i></p> <p><i>S9: Geographical skills and enquiry</i></p>	<ol style="list-style-type: none"> 1. Locate countries and continents on a world map. Describe, in detail, where places are in relation to the world/UK. Accurate reference to lines of latitude/longitude. Justify why some places and landscapes are where they are. 2. Describe, in detail, a wide range of physical and human features of places. Explain how these characteristics can lead to change. 3. Effective communication, with almost faultless accuracy, using a wide range of geographical terminology and appropriate everyday language. 	<ol style="list-style-type: none"> 4. Describe, in detail, complex geographical patterns on global and local scales. Hypothesise future patterns of geography. 5. Describe and explain, in detail, the causes and consequences of geographical processes, for example how the world changes in landscape and society. 6. Explain, in detail, how people live in different ways and how this can affect an environment, with positive and negative impacts. Evaluate the sustainable approach(es) to reduce environmental problems caused by humans. 7. Explain and justify their own opinion on how people can help reduce the impact on the environment for future generations. 	<ol style="list-style-type: none"> 8. Select and interpret, in detail, effective geographical evidence from a range of sources, including photographs, graphs and maps. 9. Lead a geographical enquiry through independently selecting relevant data to analyse, with almost faultless accuracy. A wide range, including complex, data presentation techniques are used.

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<p>Secure</p> <p><i>S1: Knowledge and understanding of the UK and wider world</i></p> <p><i>S2: Knowledge of physical and human features of places</i></p> <p><i>S3: Geographical communication</i></p> <p><i>S4: Geographical patterns</i></p> <p><i>S5: Geographical process leading to change</i></p> <p><i>S6: Interaction of people on the environment</i></p> <p><i>S7: Views on geographical change</i></p> <p><i>S8: Using sources and evidence</i></p> <p><i>S9: Geographical skills and enquiry</i></p>	<ol style="list-style-type: none"> 1. Locate countries and continents on a world map. Describe where places are in relation to the world/UK. Suggest why some places and landscapes are where they are. 2. Describe a wide range of physical and human features of places. Estimate how these characteristics can lead to change. 3. Effective communication using a range of geographical terminology and appropriate everyday language. 	<ol style="list-style-type: none"> 4. Describe complex geographical patterns on global and local scales. Suggest future patterns of geography. 5. Describe and explain the causes and consequences of geographical processes, for example how the world changes in landscape and society. 6. Describe how people live in different ways and suggest how this can affect an environment, with positive and negative impacts. Describe the sustainable approach(es) to reduce environmental problems caused by humans. 7. Explain their own opinion on how people can help reduce the impact on the environment for future generations. 	<ol style="list-style-type: none"> 8. Select and interpret effective geographical evidence from a range of sources, including photographs, graphs and maps. 9. Complete a geographical enquiry through selecting relevant data to analyse. A mix of data presentation techniques are used.

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<p>Developing</p> <p><i>S1: Knowledge and understanding of the UK and wider world</i></p> <p><i>S2: Knowledge of physical and human features of places</i></p> <p><i>S3: Geographical communication</i></p> <p><i>S4: Geographical patterns</i></p> <p><i>S5: Geographical process leading to change</i></p> <p><i>S6: Interaction of people on the environment</i></p> <p><i>S7: Views on geographical change</i></p> <p><i>S8: Using sources and evidence</i></p> <p><i>S9: Geographical skills and enquiry</i></p>	<ol style="list-style-type: none"> 1. Locate countries and continents on a world map. Describe where places are in relation to the world/UK. 2. Describe a range of physical and human features of places. State how these characteristics can lead to change. 3. Effective communication using a mix of geographical terminology and appropriate everyday language. 	<ol style="list-style-type: none"> 4. Describe geographical patterns on global and local scales. 5. Describe and begin to explain the causes and consequences of geographical processes, for example how the world changes in landscape and society. 6. Describe how people live in different ways and suggest how this can affect an environment, with positive and negative impacts. State the sustainable approach(es) to reduce environmental problems caused by humans. 7. State and begin to explain their own opinion on how people can help reduce the impact on the environment for future generations. 	<ol style="list-style-type: none"> 8. Select and interpret geographical evidence from a mix of sources, including photographs, graphs and maps. 9. Complete a geographical enquiry through selecting relevant data to analyse. Simple data presentation techniques are used.