MYTON SCHOOL

KS3 Geography Assessment Statements – Year 7

Developing		Secure		Expert	
• Place- awareness of countries and continents and their characteristics.	☐	• Place- locate and describe countries and continents and their characteristics.	☐	• Place- Compare countries and continents and their characteristics.	☐
• Space – Can read basic information from a map including: 4 figure grid references, compass points, straight line distance and spot heights.	☐	• Space – Can give and read a range of information from a map including: 4 and 6 figure grid references, compass points, using scale for straight line distance and can calculate distances between contour lines.	☐	• Space – Can give and read a wide variety of information from a map including: 6 figure grid references, compass points, using scale for straight line and curved distance and can calculate cross references for contour lines.	☐
• Environment – Can recognise that water has shaped the landscape and can identify evidence from figures to support this.	☐	• Environment – Can describe how water has shaped the landscape and can identify landforms from figures to support this.	☐	• Environment – Can describe how water has created a landform using evidence from figures to support this.	☐
• Scale – Able to recognise living and non-living characteristics of a biome that exists on a global scale. • Can identify global trends in population growth.	☐	• Scale – Can compare living and non-living characteristics of different biomes that exist on a global scale. • Can compare global trends in population growth with population change in individual countries such as the UK and China.	☐	• Scale – Can start to give reasons for differences in living and non-living characteristics of different biomes that exist on a global scale. • Can consider how development affects population growth on different scales.	☐
• Interdependence – Can identify positives and negatives of international migration to USA and Mexico linked to push and pull factors. Can identify trends between data sets. • Can identify features of the water cycle and how they link. • Can identify positive and negative consequences of human action on the environment.	☐	• Interdependence – Can explain why only some sections of a population may migrate and the impact this has on USA and Mexico. Uses evidence to support their arguments. Can give reasons for relationships between data sets. • Can describe how the water cycle varies between places. • Can describe different viewpoints on protecting the environment.	☐	• Interdependence – Can evaluate the strengths and weaknesses of international migration between Mexico and USA. Can explain and contrast results from different data sets to support an argument. • Can describe physical and human factors which alter the water cycle. • Can explain why there is conflict between human action and protecting the environment.	☐
• Sustainability – Can describe ways that settlements in the UK may try to become more sustainable. • Can describe ways to save water sustainably.	☐	• Sustainability – Can give reasons for why settlements in the UK may try to become more sustainable, identifying social, economic and environmental factors. • Can describe water conservation strategies.	☐	• Sustainability – Can consider reasons for why sustainable options are not always possible, identifying social, economic and environmental factors. • Can compare sustainable strategies when conserving water.	☐
• Change - Can identify why Warwick became a settlement and can describe population change referring to the trend, example and anomalies throughout the years. • Can identify how the world's population has grown over time.	☐	• Change – Can use data in population growth to explain why there is a need for new homes in Warwick. Draws upon evidence to support answers. • Can describe the changes in world population linked to specific global events.	☐	• Change – Can use data in population growth to justify why the demand for housing in Warwick differs according to variables such as population characteristics. • Can consider the impacts of population growth and ways that this could be managed by governments.	☒

CURRICULUM INTENT: Our Year 7 Geography curriculum builds a strong foundation in geographical knowledge and skills through the study of map skills, sustainable communities, migration and borders, rivers and water on land, tropical rainforests, and population. Students explore key concepts including **place**, **space**, **environment**, **scale**, **interdependence**, **sustainability**, and **change**, developing core skills in map reading, analysis, and enquiry. The curriculum encourages curiosity, global awareness, and critical thinking, helping students understand their role in a diverse and interconnected world.

Removing Barriers **Community Minded**

Investing in Futures **Aspirational**

Working Together **Respectful**

Self Assured Learners **Engaged**

MYTON SCHOOL

KS3 Geography Assessment Statements – Year 8

Developing		Secure		Expert	
• Place-Can locate and describe countries and Emirates within the Middle East. Can identify local conditions.	☐	• Place-Can compare Countries and Emirates referring to its physical and human characteristics. Can describe local conditions.	☐	• Place- Can create correlations between places and their physical and human characteristics. Have breadth and depth evident through examples. Can explain local conditions.	☐
• Space- Can describe the spatial distribution of earthquakes and volcanoes, drawing upon basic theory. Gives examples of how climate change and globalisation affect different places.	☐	• Space- Can explain the spatial distribution of earthquakes and volcanoes using theory. Can explain why some countries are more involved in globalisation and why some areas and people are affected more than others.	☐	• Space- Can compare theories to explain the spatial distribution of plate tectonics. Can analyse the climate change impacts, and globalisation, explaining how and why these vary across local, regional and global scales.	☐
• Environment- Can describe how natural events like weather, earthquakes and climate change affect the environment.	☐	• Environment- Can explain how Earths systems interact with the environment and explain, in detail, the changes It has on land, sea and ecosystems.	☐	• Environment- Can analyse how physical processes shape and impact the environment over time as well as scale.	☐
• Scale- Can describe how events like climate change, earthquakes and conflicts affect people in different places. Starts to create comparisons.	☐	• Scale- Can explain how issues like climate change, tectonic hazards and globalisation affect people and places at local, national and global levels.	☐	• Scale- Can examine how geographical processes and events- such as climate4 change, globalisation, tectonics and conflict- operate and impact across multiple scales, from local to global.	☐
• Interdependence- Can describe how countries around the world are connected through things like trade, oil, and the environment.	☐	• Interdependence- Can explain how countries rely on each other socially, economically, and environmentally—for example, through trade, climate change, or oil supply.	☐	• Interdependence- Can evaluate how global systems—such as globalisation, climate change, and international resource use—create interdependence between countries, and how actions in one place affect others.	☐
• Sustainability- Can describe ways people try to protect the environment, like reducing pollution or preparing for storms.	☐	• Sustainability- Can explain how human activities affect the environment and how people try to use resources wisely to protect oceans, climate, and communities.	☐	• Sustainability-Can evaluate the sustainability of human actions and global systems, considering economic, social, and environmental impacts, including conservation, pollution, and climate resilience.	☐
• Change- Can describe how places and environments have changed over time, such as weather, conflicts, or earthquakes.	☐	• Change- Can explain how climate, societies, and landscapes have changed over time due to natural and human causes.	☐	• Change- Can analyse the causes and consequences of change at different scales, including environmental shifts like climate change, geopolitical changes in the Middle East, globalisation, and tectonic events.	☐

CURRICULUM INTENT:

Our Year 8 Geography curriculum is designed to deepen students' understanding of the complex and dynamic world in which they live. Through focused study of the Middle East, oceans, tectonics, weather, climate change, and globalisation, students explore key geographical concepts including place, space, environment, scale, interdependence, sustainability, and change. Through this curriculum, students will not only build robust geographical knowledge and skills but also develop a sense of global citizenship, enabling them to make informed decisions about their role in an interconnected and changing world.

MYTON SCHOOL

KS3 Geography Assessment Statements – Year 9

Developing		Secure		Expert	
• Place- Can identify ways that a place may not be as developed as others, using development indicators. • Can identify the characteristics used to define a global superpower.	☐	• Place- Can describe the development of a place using development indicators as evidence. • Can describe and use evidence to describing characteristics of superpowers.	☐	• Place- Recognises that social and economic development varies between places and can use a range of points to explain this. • Can explain, with evidence, the characteristics of superpowers throughout time and place.	☐
• Space – Can draw a diagram of an oxbow lake and label it. Can refer to speed of water and erosion. • Can identify areas of energy/water/food scarcity and deficit on a map.	☐	• Space – Can create a sequenced answer on the formation of an oxbow lake. • Can describe the distribution of areas of energy/water/food scarcity and deficit on a map.	☐	• Space – Can explain processes and factors that affect the formation of an oxbow lake. • Can explain the distribution of areas of energy/water/food scarcity and deficit on a map linked to physical features.	☐
• Environment – Can describe the physical geography of countries. • Can identify key words associated with the profile of a river. • Can identify the stages in the profile of a river.	☐	• Environment – Can explain the significance of the physical geography of countries in relation to geopolitics. • Can describe how characteristics of a river change within a drainage basin. • Can describe the long profile of a river.	☐	• Environment – Can justify the importance of the physical geography of countries, comparing their impact on geopolitics. • Can explain how characteristics of a river change within a drainage basin. • Can recognise cross sections of rivers as well as long profiles.	☐
• Scale – Can identify where food, water and energy surpluses and deficits are globally.	☐	• Scale – Can describe the location of deficits and surpluses and how it creates opportunities and challenges at different scales.	☐	• Scale – Can explain locations of energy/food/water surpluses and deficits using data on a range of scales.	☐
• Interdependence – Can name factors that have influenced the development of the African continent over time. • Can identify the link between women's education and development in African nations. • Can identify how humans use and alter a river (e.g. water quality). • Can identify social and economic factors affecting energy supply.	☐	• Interdependence – Can link historical or physical issues and their impact on Africa's development as a continent. • Can explain how women's education helps the development of African countries. • Can describe and locate a range of issues when reflecting on human impacts on rivers. • Can link social and economic factors affecting energy supply and changing energy consumption.	☐	• Interdependence – Can explain how historical and physical issues have limited the development of many African nations socially and economically. • Can evaluate strategies such as aid and women's education to develop a country • Can compare human uses of a river and rank the level of impact that they have on the environment. Examples are used. • Can suggest alternative solutions to reduce impact of energy supply and changes in energy consumption.	☐
• Sustainability – Can describe the advantages of wind, solar, coal and water. • Can identify sustainable features of Nepal's micro-dam scheme	☐	• Sustainability – Can describe the advantages and disadvantages of biomass, nuclear and geothermal. • Can decide whether Nepal's micro-dam scheme is sustainable, using evidence.	☐	• Sustainability – Can describe the advantages and disadvantages of hydro, considering its sustainability long term. • Can compare Nepal's micro-dam scheme to other sustainable projects to justify their success.	☐
• Change - Can identify development indicators as evidence to describe changes in Africa's development. • Can describe how aid and healthcare strategies can improve situations in countries. • Can recognise that a river gets wider and deeper as it travels downstream.	☐	• Change – Can describe changes in Africa's development using development indicators. • Can give reasons for why aid and healthcare strategies can improve quality of life in countries. • Can give reasons for why a river changes as it moves downstream, linked to erosion and water volume.	☐	• Change – Can explain reasons for changes in Africa's development using development indicators. • Can evaluate the success of aid and healthcare strategies in improving quality of life in countries. • Can justify why a river changes as it moves downstream, linked to vertical and lateral erosion.	☐