

Key learning steps- Life without levels

Subject: Geography				
Year	Step	Key Learning Outcomes	Skills developed	End of year /unit exam topic/s
Beginning of Year 7		Baseline no prior knowledge expected non-core subject.		
Summary of Year 7 Geography: Students study a programme of Map Skills, Settlements and Leisure & Tourism. GCSE style levelled assessments are used throughout units. Knowledge tests will be used at the end of every unit.				
End of Year 7	Step 1	<p>Grade 1 (expected to achieve a grade 3 in year 11) students should be able to recall basic facts such about one aspect of settlement geography such as where to site a settlement.</p> <p>Grade 2 students can recall several basic facts about settlements. They can begin describe several key facts such as location of settlements.</p> <p>Grade 3 students should be able to recall several facts about more than two aspects of Settlements, as well as begin to explain the reasons behind key issues such as rapid urbanisation.</p> <p>Grade 4 students begin to explain with accurate reasons with good level of application of knowledge. Pupil gives a clear description using key words and figures to support ideas. A valid conclusion is drawn.</p>	<p>Grade 1 students can write general comments or copy the statements and diagrams instead of answering the question.</p> <p>Grade 2 students begin to take data from photographs, text and graphs; using them to find out about a question you have been asked and have begun to describe trends and show basic understanding of issues.</p> <p>Grade 3 can use graphical and numerical sources to accurately explain issues. Enquiry – Identify suitable questions for investigation. Create simple conclusions from data drawing upon evidence. Use some appropriate statistical techniques.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> You can explain and have begun to analyse and have begun to analyse a wide range of graphical and numerical sources. You have begun to cross reference sources and/or your own knowledge. Enquiry – Use appropriate sources and analyse data to create valid and balanced conclusions. Spell and punctuate with reasonable accuracy. General control of meaning. Developing range of specialist terms. 	<p>Multiple choice test on Settlements and Leisure & Tourism.</p> <p>GCSE skills and case study questions.</p>

Summary of Year 8 Geography: Students are studying Population & Development, Hazards and Living Things. GCSE style assessment is regularly used throughout units. A knowledge test will be completed at the end of every unit.

End of Year 8	Step 2	<p>Grade 2 students can recall several basic facts about settlements. They can begin describe several key facts such as local and global population growth.</p> <p>Grade 3 students can effectively begin to describe and explain the issues associated with population in various countries.</p> <p>Grade 4 students can explain ideas and use what they have learnt to draw conclusions about the measures put in place by countries to deal with the issues of population and development.</p> <p>Grade 5 students should begin to analyse the positive and negatives of different population structures and the fairness of world trade to reach a justified conclusion.</p>	<p>Grade 2 students begin to take data from photographs, text and graphs; using them to find out about a question you have been asked and have begun to describe trends and show basic understanding of issues.</p> <p>Grade 3 can use graphical and numerical sources to accurately explain issues. Enquiry – Identify suitable questions for investigation. Create simple conclusions from data drawing upon evidence. Use some appropriate statistical techniques.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> • You can explain and have begun to analyse and have begun to analyse a wide range of graphical and numerical sources. • You have begun to cross reference sources and/or your own knowledge. • Enquiry – Use appropriate sources and analyse data to create valid and balanced conclusions. • Spell and punctuate with reasonable accuracy. General control of meaning. Developing range of specialist terms. <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> • You can use a wide range of skills to evaluate maps – such tasks as locating a factory – giving benefits and costs of a site. • You can evaluate graphical and numerical sources and photographs and use them to create conclusions. • You begin to evaluate geographical enquiry in relation to methods, data and conclusions. • You begin to use higher level presentation techniques such as GIS to present data. 	<p>Multiple choice test on Population, development, Hazards and Living Things.</p> <p>GCSE skills and case study questions.</p>
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Summary of Year 9 Geography. The students are beginning to study AQA GCSE syllabus. The topics scheduled are Economic World, Weather & Climate

and Rivers & Coasts.			
End of Year 9	Step 3	<p>Grade 3 students can effectively begin to describe and explain the issues associated with development in various countries.</p> <p>Grade 4 students can explain ideas and use what they have learnt to draw conclusions about the reasons for uneven development in terms of migration and wealth.</p> <p>Grade 5 students should begin to analyse the positive and negatives of schemes such as aid and fair trade to reduce the development gap.</p> <p>Grade 6 students should be able to analyse the effectiveness of the different measures taken to reduce gaps by a major case study nation (Jamaica).</p>	<p>Grade 3 can use graphical and numerical sources to accurately explain issues. Enquiry – Identify suitable questions for investigation. Create simple conclusions from data drawing upon evidence. Use some appropriate statistical techniques.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> You can explain and have begun to analyse and have begun to analyse a wide range of graphical and numerical sources. You have begun to cross reference sources and/or your own knowledge. Enquiry – Use appropriate sources and analyse data to create valid and balanced conclusions. Spell and punctuate with reasonable accuracy. General control of meaning. Developing range of specialist terms. <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> You can use a wide range of skills to evaluate maps – such tasks as locating a factory – giving benefits and costs of a site. You can evaluate graphical and numerical sources and photographs and use them to create conclusions. You begin to evaluate geographical enquiry in relation to methods, data and conclusions. You begin to use higher level presentation techniques such as GIS to present data. <p>Grade 6 students will be able to do the following: .</p> <ul style="list-style-type: none"> You have begun to cross reference sources and/or your own knowledge. Excellent map skills – able to identify specific features such as stacks/glacial features. Can evaluate graphical and numerical sources and photographs and use them to create balanced conclusions. Evaluate geographical enquiry in relation to methods, data and
			<p>Multiple choice test at the end of units.</p> <p>GCSE skills and case study questions regularly used in lessons.</p> <p>End of Unit GCSE formal assessments.</p>

			conclusions. Begin to use at least two higher level	
Summary of Year 10 Geography: The students are following AQA GCSE syllabus. Students are scheduled to study the topics of Natural Hazards, Ecosystems and Urban World. They begin to undertake a field work investigation in Term 6.				
End of Year 10	Step 4	<p>Grade 3 students can effectively begin to describe and explain the issues and processes associated with natural hazards.</p> <p>Grade 4 students can explain processes such as tectonic theory and use what they have learnt to draw conclusions about the reasons for the contrasting effects of earthquakes in two countries.</p> <p>Grade 5 students should begin to analyse the positive and negatives of the responses to earthquakes in Chile and Nepal, Typhoon Haiyan and the Somerset floods of 2014.</p> <p>Grade 6 students should be able to analyse the effectiveness of the different measures taken to reduce the risk from natural hazards.</p> <p>Grade 7 students should show a detailed understanding of the processes and impacts of natural hazards case studies. Accurate conclusions are supported by data/evidence. Balanced arguments are presented.</p>	<p>Grade 3 students have developed the skills of describing historical features and have begun to explain the nature, origin and purpose of the source to help you decide on the reliability and utility. You have begun to make basic links between sources and/or your own knowledge.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> You can explain and have begun to analyse inferences from the sources. You have begun to cross reference sources and/or your own knowledge. You have begun to analyse the nature, origin and purpose of a source. <p>You have made basic statements about the reliability and utility of a source.</p> <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> You can explain and have begun to analyse inferences from the sources. You have begun to cross reference sources and/or your own knowledge. You can analyse the nature, origin and purpose of a source. You have made basic statements about the reliability and utility of a source. <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> You can analyse inferences from the sources. You have begun to cross reference sources and/or your own knowledge. You can analyse the nature, origin and purpose You can understand the reliability and utility of a source. <p>Grade 7 students will be able to do the following:</p> <ul style="list-style-type: none"> You can evaluate graphical and numerical sources, maps and photographs and use them to create detailed conclusions linking data 	<p>Multiple choice test at the end of units.</p> <p>GCSE skills and case study questions regularly used in lessons.</p> <p>End of Unit GCSE formal assessments.</p>

			sets. <ul style="list-style-type: none"> • Enquiry –You consider potential risks and assess methods. • You consider the extent to which conclusions were reliable. • You identify anomalies in fieldwork data. 	
<p>Summary of Year 11 Geography: Year 11 are scheduled to study the topics of Resource Management and Food Management as well as undertaking two field work based investigations. Revision will begin during Term 3.</p>				
<p>End of Year 11</p> <p>(Linked to exemplar module checklist/PLC)</p>	<p>Step 5</p>	<p>Grade 3 students can effectively begin to describe and explain the issues and processes associated with food management.</p> <p>Grade 4 students can explain impacts of food insecurity. They have learnt to draw conclusions about the natural and human reasons causation of this issue.</p> <p>Grade 5 students should begin to analyse the positive and negatives of the different strategies to improve food supply.</p> <p>Grade 6 students should be able to analyse in detail the effectiveness of a large scale agricultural development such as Indus Basin Irrigation System.</p> <p>Grade 7 students should show a detailed understanding of the potential for sustainable food supply. Accurate conclusions are supported by data/evidence. Balanced arguments are presented.</p> <p>Grade 8 students should show a very detailed understanding of the sustainable food supply,</p>	<p>Grade 3 students have developed the skills of describing historical features and have begun to explain the nature, origin and purpose of the source to help you decide on the reliability and utility. You have begun to make basic links between sources and/or your own knowledge.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> • You can explain and have begun to analyse inferences from the sources. • You have begun to cross reference sources and/or your own knowledge. • You have begun to analyse the nature, origin and purpose of a source. <p>You have made basic statements about the reliability and utility of a source.</p> <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> • You can explain and have begun to analyse inferences from the sources. • You have begun to cross reference sources and/or your own knowledge. • You can analyse the nature, origin and purpose of a source. • You have made basic statements about the reliability and utility of a source. <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> • You can analyse inferences from the sources. • You have begun to cross reference sources and/or your own knowledge. • You can analyse the nature, origin and purpose • You can understand the reliability and utility of a source. <p>Grade 7 students will be able to do the following:</p>	<p>Multiple choice test at the end of units.</p> <p>GCSE skills and case study questions regularly used in lessons.</p> <p>End of Unit GCSE formal assessments.</p>

		<p>linking to local and global economic factors. . They should be able to analyse and predict the potential future success of case study projects such as the Makueni Food and Water Security Programme.</p>	<ul style="list-style-type: none"> • You can evaluate graphical and numerical sources, maps and photographs and use them to create detailed conclusions linking data sets. • Enquiry –You consider potential risks and assess methods. • You consider the extent to which conclusions were reliable. • You identify anomalies in fieldwork data. <p>Grade 8 students will be able to do the following:</p> <ul style="list-style-type: none"> • AS Level skills in relation to cartographic, graphical, numerical and statistical data including complex conceptualised diagrams. • Evaluate geographical enquiry in detail in relation to methods, data and conclusions. Begin to use confidently a range at least two higher level presentation techniques. • Draw well evidenced and informed conclusions about geographical and issues. 	
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