

Y8 GEOGRAPHY: KEY PERFORMANCE INDICATORS

Age Related Expectations (ARE)	Working at Greater Depth (GD)
• Understands key geographical concepts (e.g. climate, population, development). • Can describe and explain geographical patterns and processes. • Uses maps, graphs, and data to support answers. • Applies knowledge to familiar case studies or locations. • Answers structured questions with some reasoning.	• Shows deep understanding of complex geographical ideas. • Makes connections between physical and human geography. • Evaluates and analyses geographical issues from multiple perspectives. • Applies knowledge to unfamiliar contexts and real-world problems. • Uses evidence critically and supports arguments with well-reasoned conclusions

Term	Unit of Work	KPIs
AUT	Coasts	• Students accurately identify key coastal and polar locations and understand their physical environments at different scales. • Students explain key physical processes and concepts that shape coastal and polar environments using appropriate geographical terminology. • Students analyse the relationships between physical processes, human activity and environmental impacts, and make supported judgements. • Students confidently apply mapping, graphical and fieldwork skills to investigate coasts and cold environments and communicate findings.
SPR	Dynamic Development	• Students accurately identify where different natural hazards occur and understand their global distribution at different scales. • Students explain the key physical processes that cause climatic and tectonic hazards using accurate geographical terminology. • Students analyse the impacts of hazards and evaluate human responses using case study evidence. • Students confidently apply geographical skills to investigate hazards and communicate findings clearly.
SUM	Global Hazards	• Students accurately identify countries at different levels of development and understand patterns of global inequality at different scales. • Students explain key development concepts and the processes that lead to unequal development using appropriate geographical terminology. • Students analyse the interrelationships between economic development, people and place and make supported judgements about development challenges. • Students confidently use geographical skills to investigate development patterns and communicate findings effectively.