

Y7 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
AUT1	Welcome to my world	• Students accurately identify and describe locations, places and environments at different spatial scales. • Students explain key geographical concepts, processes and environments using appropriate terminology and examples. • Students analyse and explain links between places, environments and processes and begin to make simple geographical judgements. (Students identify patterns and anomalies) • Students select and use geographical skills to investigate questions and communicate findings effectively.
AUT2	Brilliant Brazil	• Students accurately identify Brazil's location and key physical and human characteristics at a range of spatial scales. • Students explain key geographical concepts and processes using Brazil as a case study. • Students analyse the interrelationships between the rainforest, people and economic activity in Brazil and make supported judgements. • Students select and use appropriate geographical skills to investigate and communicate information about Brazil.
SPR	World Cities	• Students accurately identify world cities and megacities and understand patterns of urbanisation at different scales. • Students explain key urban geography concepts and the processes that cause cities to grow using real examples. • Students analyse the links between urban growth, people and the environment and evaluate challenges and solutions. • Students confidently use geographical skills to investigate urban patterns and communicate findings.
SUM	Vicious Volcanoes	• Students accurately identify where volcanoes occur globally and understand the tectonic settings and scales involved. • Students explain key volcanic concepts and the physical processes that lead to volcanic activity using correct geographical terminology. • Students analyse the impacts of volcanic hazards and evaluate responses in different socio-economic contexts. • Students apply geographical skills to investigate volcanic hazards and communicate their understanding effectively.