

Brockington Geography Department Key Stage 3

KS3	Knowledge and understanding. Students can...	Geographical skills. Students can...
BC9	<ul style="list-style-type: none"> • Use their detailed knowledge and understanding of the geography of the UK and the wider world to explain and predict change in the physical and human characteristics of places over time across a wide range of locations, contexts and scales. • Explain complex interactions within and between physical and human processes and show how these interactions help change places and environments. • Assess the relative merits of different ways of tackling environmental issues and justify their views about these different approaches. • Show how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They illustrate this with a full range of examples. • Present coherent arguments and effective, accurate and well-substantiated conclusions. 	<ul style="list-style-type: none"> • Analyse complex geographical patterns. • Draw selectively on geographical ideas and theories and accurately use a wide range of appropriate skills and sources of evidence. • Carry out thorough geographical investigations independently at different scales • Critically evaluate a range of sources and present full and coherently argued summaries of their investigation.
BC8	<ul style="list-style-type: none"> • Explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. • Analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. • Explain the causes and consequences of environmental change, intended and unintended. • Understand and describe a range of views about environmental interaction. 	<ul style="list-style-type: none"> • Analyse geographical patterns. • Be aware of geographical ideas and theories and accurately use a wide range of appropriate skills and sources of evidence. • Carry out thorough geographical investigations independently. • Evaluate a range of sources and present full and considered summaries of their investigation.
BC7	<ul style="list-style-type: none"> • Explain how physical and human processes interact and understand that issues such as sustainable development are complex. • Assess the merits of different views concerning human and environmental issues. • Compile reports which include detailed examples, thorough analysis, and effective, accurate and justified conclusions. 	<ul style="list-style-type: none"> • Plan and carry out fieldwork and investigations independently. • Evaluate fieldwork and investigations, and suggest improvements.
BC6	<ul style="list-style-type: none"> • Understand that places and people can be affected by actions and events in other places e.g. globalisation leading to production of training shoes in S.E. Asia and that many factors, including people's values and attitudes influence decisions made about places. • Understand the concept of sustainable development. • Produce written work that is detailed and with well-argued conclusions. 	<ul style="list-style-type: none"> • Select and use accurately, a wide range of skills. • Evaluate sources of evidence e.g. from web sites. • Start to plan own fieldwork and investigations.
BC5	<ul style="list-style-type: none"> • Give descriptions of features, places and processes are detailed and can give reasoned explanations. • Describe ways in which physical and human processes interact and lead to change in places e.g. war and drought lead to increased poverty and migration from the Horn of Africa. 	<ul style="list-style-type: none"> • Use a wide range of map skills, including digital maps to describe and explain places and geographical patterns e.g. migration. • Demonstrate decision-making skills, including using ICT e.g. a spreadsheet to find the cheapest location. • Carry out fieldwork accurately using a range of equipment.

	<ul style="list-style-type: none"> Reach their own conclusions that fit the evidence. 	
BC4	<ul style="list-style-type: none"> Describe features, places and processes in more detail and start to explain them. Recognise that human activities cause changes to the environment and that different people will have different views about this e.g. deforestation in Brazil affects different people in different ways. Explain their own views about geographical issues. 	<ul style="list-style-type: none"> Reach a high standard of map skills and are able to use other sources of evidence. Use ICT to present evidence e.g. graphs using a spreadsheet. Suggest ways of carrying out fieldwork e.g. can design a questionnaire.
BC3	<ul style="list-style-type: none"> Show understanding of different places in various parts of the world e.g. the East coast of Yorkshire and the Sahara desert. Recognise and describe physical processes e.g. longshore drift and human processes e.g. urbanization. Understand that people can improve and damage environments. Use a range of appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Use more advanced map skills such as six figure grid references and contours to identify and describe places and can draw labelled sketch maps. Make use of ICT to research a topic e.g. search the internet effectively. Carry out a range of fieldwork techniques e.g. sketching and making simple maps.
BC2	<ul style="list-style-type: none"> Begin to describe places e.g. London, features e.g. rivers and processes e.g. flooding Suggest reasons why places are different, e.g. Britain and Bangladesh Start to use appropriate geographical vocabulary 	<ul style="list-style-type: none"> Use atlases and globes and are beginning to show skills at using maps at different scales. Use ICT at a simple level e.g. word processing homework. Carry out simple fieldwork such as traffic counts.
BC1	<ul style="list-style-type: none"> Write simple descriptions of places and features Make simple observations about the things that make places different Ask questions about places and environments. 	<ul style="list-style-type: none"> Use some simple skills e.g. find countries in an atlas.