Ursuline Academy Ilford

Geography (Year 9)

	Initial – *a student who is still initial will be able to partially meet some of the following with support:*	**Emerging** – *a student whose understanding is still emerging will be able to:*	**Developing** – *a student whose understanding is developing will also be able to:*	**Secure** – a *student whose understanding is secure will also be able to:*	**Advanced** – *a student whose understanding is advanced will be able to do some of the following:*	**Mastered** – *a student who has mastered their understanding will be able to do all of the following consistently:*
Natural Hazards & Tectonic Hazards	Students demonstrate a basic understanding of natural hazards as events that are caused by natural forces and have the potential to cause harm. They can identify some types of hazards, such as tectonic, atmospheric, and geomorphological, but their explanations are limited and lack detail. They can briefly mention case study examples of L'Aquila, Italy, and Gorkha, Nepal, but the details and statistics provided are minimal.		Student demonstrates a satisfactory understanding of natural hazards, recognizing that they are caused by natural forces and pose risks to people and the environment. They can provide a satisfactory explanation of plate tectonics, including why they move and where major boundaries are located. They can describe how volcanoes and earthquakes are formed at different plate boundaries. The student can describe the effects and responses to earthquakes, including primary and secondary effects, but their	Student demonstrates a strong understanding of natural hazards, recognising their natural origins and their potential to cause harm. They can confidently identify and explain various types of hazards, such as tectonic, atmospheric, and geomorphological. They can provide a comprehensive explanation of plate tectonics, including the reasons for their movement and the locations of major boundaries. They can present in-depth case study examples of L'Aquila, Italy, and Gorkha, Nepal, including detailed	Student demonstrates an exceptional understanding of natural hazards, displaying a profound grasp of their natural origins and the complexities of their potential consequences. They can articulate and analyze in-depth various types of hazards, such as tectonic, atmospheric, and geomorphological, providing extensive and well-researched examples. The student can critically analyse and evaluate the effects and responses to earthquakes, considering primary, secondary, long-term, and short-term effects, while employing a wide range of statistics and data to support their analysis. They can present sophisticated case study examples of L'Aquila, Italy, and Gorkha, Nepal, with meticulous attention to detail,

		understanding of long-term and short-term effects may be limited.	information and statistics to demonstrate the effects, responses, and differences between the two places.	extensive use of relevant statistics, and a deep understanding of the differences between the two places.
Urban Challenges London	They can explain the importance of London as a city, but their reasons for its location are limited. The student understands that migration has affected London's growth and ethnic diversity, but their explanation is simple. They can identify some opportunities created by urban change in specific areas like Shoreditch and Docklands, but their descriptions lack depth and detail. They can briefly describe the Olympic Park regeneration project and its benefits but may not fully understand the reasons for regeneration.	The student can describe how migration has affected London in terms of growth and ethnic diversity They can identify and explain opportunities created by urban change in areas like Shoreditch, Docklands, and improvements in transport and urban greening, but their explanations may not be fully developed. The student can discuss challenges of urban change, including urban inequalities, housing issues, pollution, and urban sprawl, with some use of relevant statistics. They can describe the Olympic Park regeneration project, its benefits, and the reasons for its necessity, but the analysis may not be comprehensive.	They can articulate the importance of London as a city and provide well-developed reasons for its location. The student can analyse how migration has significantly affected London in terms of growth and ethnic diversity. They can comprehensively discuss opportunities created by urban change in areas like Shoreditch, Docklands, improvements in transport, and urban greening, highlighting the social benefits of new housing and businesses. The student can analyse and compare challenges of urban change, including urban inequalities, housing issues, pollution, and the impacts of building on Brownfield and Greenfield sites. They can provide a detailed	They can critically evaluate the significance of London as a city, providing a comprehensive and well-researched explanation for its location and its importance on national and global scales. The student can critically analyse and evaluate the impacts of migration on London, including its remarkable growth and resulting ethnic diversity, supported by data. They can offer an analysis of the opportunities created by urban change in areas like Shoreditch, Docklands, transport improvements, and urban greening, showcasing a deep understanding of the social benefits and economic impacts of these changes. The student can critically analyse and compare the complex challenges of urban change, including urban inequalities, housing issues, pollution, and the environmental consequences of building on Brownfield and Greenfield sites, utilising a wide range of relevant data and statistics. They can provide an insightful and detailed description of the Olympic Park regeneration project, thoroughly explaining the reasons for its necessity, the tangible benefits it brought to the area, and how it transformed

			description of the Olympic Park regeneration project, explaining its necessity, the benefits it brought, and how the area changed after regeneration.	before and after regeneration. The analysis demonstrates a profound understanding of urban planning and its effects.
Climate Change	Student demonstrates a basic understanding of climate change's impact on weather in the UK, recognising drier summers and wetter winters. The student can mention natural causes of climate change, such as solar output and orbital changes, but their explanation is limited. They can acknowledge human causes, like greenhouse gas emissions and the greenhouse effect, but their understanding may lack depth.	Student demonstrates a satisfactory understanding of climate change's impact on UK weather. They can explain historical climate change and its evidence, even before human existence, with some relevant examples. The student can identify natural causes of climate change, such as solar output and orbital changes, and their impact. They can provide a satisfactory explanation of human causes, including greenhouse gas emissions and the greenhouse effect. The student can mention possible effects of climate change in various places worldwide, including storms, with some examples.	Student demonstrates a strong understanding of climate change's impact on UK weather. They can analyse historical climate change and its evidence, providing detailed examples from before human existence and explaining how we know about it. The student can critically analyse natural causes of climate change. They can thoroughly explain human causes, focusing on greenhouse gas emissions and the greenhouse effect, supported by relevant scientific evidence. The student can analyse and compare possible effects of climate change in different regions worldwide, including the link to hazards like storms, using specific examples.	Student demonstrates an exceptional understanding of climate change's impact on UK weather. They can critically evaluate historical climate change, offering extensive evidence of changes before human existence and explaining the scientific methods used to understand it. The student can critically analyse and evaluate natural causes of climate change, including solar output and orbital changes, discussing their long-term implications. They can offer a comprehensive and in-depth explanation of human causes, examining the various greenhouse gases released and their contributions to the greenhouse effect. The student can critically analyse and evaluate the possible effects of climate change worldwide, including the link to hazards such as storms, supported by a wide range of specific examples and scientific data. They can provide an extensive and well-researched description of various mitigation and adaptation strategies, offering a diverse array of relevant examples, and analyzing their effectiveness in managing climate

		They can describe mitigation and adaptation strategies for managing climate change and provide some relevant examples.	They can provide a comprehensive description of mitigation and adaptation strategies, offering numerous relevant examples for effectively managing climate change.	change.
Resources in the UK	Student demonstrates a basic understanding of the importance of water, food, and energy to people. They can acknowledge that these resources are not available and used evenly worldwide, mentioning Africa's poor access as an example. The student can mention how energy production is changing in the UK.	They can explain that essential resources are unevenly distributed and accessed worldwide, citing Africa as an example of an area with poor access. The student can describe the demand for food from LICs and the issue of transporting food long distances, affecting the carbon footprint in the UK. They can identify the increasing water demand in the UK and provide some examples of surplus and deficit areas. The student can explain the causes and effects of water pollution in the UK and mention sewage treatment plants as part of water quality management. They can discuss how the	They can critically analyse and evaluate the unequal distribution and access to essential resources worldwide, using Africa as a detailed example of poor access. The student can thoroughly discuss the demand for food from LICs, the carbon footprint issue in the UK due to food transportation, and the growing trend for seasonal and organic produce. They can analyse and explain the increasing water demand in the UK, providing specific examples of surplus and deficit areas and elaborating on water transfer management methods like reservoirs. The student can analyse and evaluate the causes and effects of water pollution in the UK, discussing the management of water	They can critically analyse and evaluate the complex reasons behind the unequal distribution and access to essential resources worldwide, using comprehensive and up-to-date data and examples. The student can critically analyse and evaluate the demand for food from LICs, the carbon footprint issue in the UK, and the complexities of food supply trends like seasonal and organic produce. They can offer a comprehensive and in-depth analysis of the increasing water demand in the UK, discussing surplus and deficit areas and various water management techniques, supported by scientific data. The student can critically analyse and evaluate the causes and effects of water pollution in the UK, providing comprehensive insights into water quality management and its environmental impacts. They can provide an extensive and well-researched analysis of the UK's transition from fossil fuels to renewable energy, including an in-depth exploration of the advantages and disadvantages of different energy sources in the UK's unique context.

		UK's energy production is transitioning from fossil fuels to renewable energy, and briefly mention some advantages and disadvantages of different energy sources.	quality through sewage treatment plants and other measures. They can critically analyse and evaluate the UK's energy production shift from fossil fuels to renewable energy.	
Food	They acknowledge that a rising global population and increasing wealth increase food demand. The student mentions some causes of food supply problems, such as climate issues, lack of technology, and poverty. They identify problems caused by food insecurity, including famine, rising prices, social unrest, and environmental issues. They briefly describe farming in Jamalpur, Bangladesh, and its benefits to people.	Student understands global food issues, recognising areas with food shortages and those with surplus. They explain that a rising global population and increasing wealth increase food demand. The student discusses causes of food supply problems, such as climate issues, lack of technology, and poverty. They identify problems caused by food insecurity, including famine, rising prices, social unrest, and environmental issues. The student mentions ways to increase food supply, such as irrigation, aeroponics, and hydroponics. They discuss intensive	Student understands global food issues, with specific examples of areas with food shortages and surpluses. They critically analyse how a rising global population and increasing wealth increase food demand. The student discusses causes of food supply problems, such as climate issues, lack of technology, and poverty, providing detailed explanations. They analyse problems caused by food insecurity, including famine, rising prices, social unrest, and environmental issues, supported by relevant examples. The student provides a comprehensive description of ways to increase food supply, such as irrigation, aeroponics, hydroponics, and biotechnology.	Student demonstrates a strong understanding of global food issues, with comprehensive examples of areas with food shortages and surpluses. They critically evaluate how a rising global population and increasing wealth impact food demand, considering multiple factors. The student thoroughly analyses causes of food supply problems, such as climate issues, lack of technology, poverty, providing in-depth explanations and interconnections. They offer a comprehensive analysis of problems caused by food insecurity, including famine, rising prices, social unrest, and environmental issues, supported by extensive examples. The student provides an extensive and well-researched description of ways to increase food supply, such as irrigation, aeroponics, hydroponics, biotechnology, and appropriate technology. They critically analyse intensive agriculture in Almeria, Spain, providing a thorough exploration of advantages and disadvantages, backed by scientific data and examples. The student offers a comprehensive

		agriculture in Almeria, Spain, without providing detailed advantages and disadvantages. The student describes sustainable food production methods, such as organic farming and reducing food waste. They briefly describe farming in Jamalpur, Bangladesh, and its benefits to people.	They analyse intensive agriculture in Almeria, Spain, providing detailed advantages and disadvantages. The student offers a thorough description of sustainable food production methods, such as organic farming and reducing food waste, explaining their significance. They provide a detailed description of farming in Jamalpur, Bangladesh, and how it has been made more sustainable, highlighting its benefits to people.	description of sustainable food production methods, such as organic farming, reducing food waste, and their significance and benefits. They provide a detailed and well-researched description of farming in Jamalpur, Bangladesh, discussing its sustainability efforts and the benefits it brings to people.