



GEOGRAPHY ENDPOINTS

AN AMBITIOUS CURRICULUM

By the end of Year 8, students will be able to:	By the end of Year 10, students will be able to:	By the end of Year 11, students will be able to:
<p>Demonstrate mastery of foundational physical and human geography concepts, including:</p> <ol style="list-style-type: none"> 1. Hydrological processes and river landforms (e.g. meanders, floodplains). 2. Climate zones and weather patterns, including global atmospheric circulation. 3. Core principles of natural resource management and sustainability. <p>Understand and evaluate key global issues, such as:</p> <ol style="list-style-type: none"> 1. The causes and impacts of the development gap. 2. Environmental and socio-economic challenges in Brazil and Africa. 3. The role of the UK in a globalised world. <p>Apply geographical skills independently, including:</p> <ol style="list-style-type: none"> 1. Map interpretation (OS maps, choropleth, isopleth). 2. Constructing and analysing climate graphs and population pyramids. 3. Basic GIS application (e.g., comparing development indicators). <p>Engage in extended writing and debate, confidently justifying viewpoints on geographical</p>	<p>Analyse complex physical and human interactions, including:</p> <ol style="list-style-type: none"> 1. Earth's major hazard zones and dynamic tectonic processes. 2. Urbanisation patterns and their environmental/social implications. 3. Biome characteristics and human impacts (e.g. tropical rainforest degradation). <p>Synthesize case study knowledge with global themes, such as:</p> <ol style="list-style-type: none"> 1. Economic transformation and development in LICs and NEEs. 2. Sustainable urban planning (e.g. Lagos vs. London). 3. Coastal and river management strategies and their trade-offs. <p>Execute advanced geographical skills, such as:</p> <ol style="list-style-type: none"> 1. Designing and interpreting fieldwork hypotheses. 2. Evaluating sources and data reliability. 3. Using quantitative data for comparative analysis. <p>Critique and propose solutions to real-world geographical issues, incorporating sustainability and ethical considerations.</p>	<p>Demonstrate a synoptic understanding of all key themes, able to:</p> <ol style="list-style-type: none"> 1. Interconnect topics like hazard management, resource challenges, and economic change. 2. Use knowledge to evaluate government policies and international frameworks (e.g. Paris Agreement, SDGs). <p>Produce high-level case study comparisons, analysing:</p> <ol style="list-style-type: none"> 1. Effectiveness of contrasting strategies (e.g. flood management in UK vs. Bangladesh). 2. Urban sustainability across HICs and LICs. 3. Resource conflicts and geopolitical implications. <p>Master all fieldwork and examination skills, including:</p> <ol style="list-style-type: none"> 1. Designing a full enquiry from question to conclusion. 2. Critically analysing unfamiliar resources in exams. 3. Structuring extended 9-mark evaluative responses under pressure. <p>Be prepared for A-Level Geography or related social sciences, with:</p>

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controversies (e.g. deforestation in the Amazon, water scarcity).		<ol style="list-style-type: none"> 1. Strong independence in research and data interpretation. 2. Awareness of contemporary issues like climate justice, migration, and globalisation. 3. Confidence in geography's relevance to careers and citizenship.
<i>This goes beyond the National Curriculum by incorporating global interdependence, early critical evaluation, and structured argumentation.</i>	This is ambitious because students are already expected to critique, evaluate, and suggest solutions—skills often reserved for post-GCSE.	This exceeds the national expectation by ensuring students are truly 'exam ready' and 'world ready'.