Harrow Way Community School

Learning for life, success for all

KS3 End Points

GEOGRAPHY

Harrow Way Geography Department

KS3 Geography End Points – What Your Child Will Know and Be Able to Do

In Geography, we build the core knowledge and thinking skills that students need to succeed at GCSE and beyond. We focus on learning that is:

- **Durable** – Students *remember* important knowledge over time.
- **In-depth** – Students *understand* it clearly, not just repeat it.
- **Flexible** – Students can *apply* their knowledge to new questions, places and problems.
  Each year builds on the one before. Below is a summary of what students should be able to do at the end of each year, alongside what they study. We use four levels:

Level	What it means
Platinum	Exceptional understanding with deep, flexible thinking. Can explain clearly and make insightful links.
Gold	Strong understanding with clear explanations and well-chosen examples. Applies knowledge with growing confidence.
Silver	Basic understanding, can describe ideas but needs support to explain or apply them.
Bronze	Early stage understanding, mostly factual recall with limited clarity. Needs frequent support.

Year 7 – Building Big Ideas: Urbanisation, Climate, Ecosystems and Rivers

What students study: Year 7 Geography: Topics and Enquiry Questions

- **Urbanisation & Development – China and Lagos**

  In this unit, students explore how rapid urbanisation is transforming cities in both developing and emerging countries. They study the causes and effects of fast urban growth in China and Lagos, including challenges such as overcrowding, pollution, poor housing, and inequality.
  Enquiry Question: *Has rapid urbanisation intensified urban issues?*

- **Climate Change – Nigeria**

  Students are introduced to the science of climate change and its global impacts. They learn how changes in the climate are already affecting weather, farming, water supply, and health in Nigeria. They begin to consider future risks to people worldwide and what actions are being taken.
  Enquiry Question: *What is climate change and how will it affect the human race?*

- **Rainforests – Brazil**

  This topic focuses on tropical rainforests, using the Amazon in Brazil as a case study. Students learn about the structure of the rainforest, the rich biodiversity it supports, and why it matters globally. They investigate the causes and consequences of deforestation, and how people are trying to protect it.
  Enquiry Question: *Why are rainforests significant for people and the planet?*

- **Rivers – Niger and Yangtze River**

  Students learn how rivers shape both the land and people's lives. They explore the physical processes of erosion, transport, and deposition, and how rivers can support economies through trade, farming, and energy. The Niger River (in West Africa) and the Yangtze River (in China) are used to compare how rivers affect different regions.
  Enquiry Question: *How do rivers shape the economic and geological landscape?*

End points	Platinum	Gold	Silver	Bronze
Knowledge of Places	Describes places using precise detail (e.g. Lagos, Brazil), linking features to development and environment.	Describes key features and makes accurate comparisons (e.g. how urban growth differs in Lagos and China).	Names and describes places in simple terms (e.g. Nigeria is hot and poor).	Struggles to recall key places or mix them up.
Understanding of Processes(e.g. how cities grow, how rivers erode, how climate is changing)	Explains *how* and *why* processes happen using sequenced reasoning: “This leads to... This is significant because...”.	Explains processes with some clarity and uses terms correctly (e.g. erosion, deforestation).	Describes what happens but cannot explain why (e.g. “trees are cut down”).	Struggles to describe what happens; needs help to understand change.
Applying Knowledge	Applies ideas to unfamiliar examples (e.g. can explain how a different rainforest might be affected by logging).	Uses knowledge in similar examples with guidance.	Applies knowledge only when prompted or supported.	Cannot apply knowledge to new situations.
Using Evidence	Selects and interprets graphs, photos, or maps. Uses them to build arguments with insight.	Describes what the data shows and explains meaning (e.g. “This graph shows more flooding in Nigeria...”).	Identifies simple patterns but struggles to explain significance.	Describes surface features only (“This map shows a river”).
Writing and Explanation	Builds well-structured explanations: “This is significant because it leads to…” Uses vocabulary fluently.	Uses key terms and begins to explain significance in writing.	Writes in basic sentences with limited use of vocabulary.	Needs support to write explanations or use correct terms.

🔷 Year 8 – Deepening Understanding: Climate, Resources, Urban Change and Hazards

What students study: ***Year 8 Geography: Topics and Enquiry Questions***

- ***Weather and Climate – Global Circulation, Storms and Flooding***
- *In this unit, students learn how the global circulation of the atmosphere creates the world's climate patterns. They explore how extreme weather events form, focusing on both tropical storms and UK flooding. Using case studies, students investigate the physical causes (such as uneven heating, pressure systems, and heavy rainfall) and human causes (like deforestation and urbanisation) of these hazards. They also examine how different countries prepare for and respond to these events, comparing the challenges faced in low-income and high-income countries. Finally, students consider whether the UK's weather is becoming more extreme in the context of climate change.*
- ***Enquiry Question: How does the global circulation system create weather hazards, and how are people responding to them?***

Remarkable Resourcing – Saudi Arabia

- *Students explore how countries manage their essential resources:* ***food, water, and energy****. Using Saudi Arabia as a case study, students investigate the challenges of providing enough food and clean water in a desert environment, the country's reliance on oil, and its transition to* ***renewable energy sources****. They consider how geography shapes resource choices and the global significance of sustainable strategies.*
  Enquiry Question: *How are countries responding to the global challenge of food, water, and energy demand?*

Urbanisation – UK and Nigeria

- *In this topic, students compare urban growth in a high-income country (the UK) and a newly emerging economy (Nigeria). They explore what drives urban change in cities like London and Lagos, and the social, economic, and environmental challenges each city faces. Students also consider the role of planning and regeneration in creating sustainable urban futures.*
  Enquiry Question: *How is urbanisation shaping cities in the UK and Nigeria?*

Volcanoes – Iceland

- *This unit focuses on the* ***geological processes*** *that cause volcanic activity, such as plate tectonics and magma movement. Using Iceland as a detailed case study, students examine how volcanoes shape the landscape and affect people's lives. They learn about both the destructive and beneficial effects of volcanic activity and how people adapt to living in tectonic hazard zones.*
  Enquiry Question: *How do geological processes shape places and impact people*

Strand	Platinum	Gold	Silver	Bronze
Knowledge of Places	Explains how environments, wealth, and population affect different places (e.g. why Saudi Arabia relies on desalination).	Describes how places are **changing** (e.g. urban regeneration in UK cities).	Describes places but may miss links or explanations.	Limited recall of key places and examples.
Understanding of Processes(e.g. weather patterns, volcano formation, resource distribution)	Explains processes as chains of cause and effect with clarity (e.g. “This leads to... This is significant because…”).	Gives correct descriptions and starts to link causes and effects.	Identifies basic ideas but struggles with explanations.	Needs prompting to identify or describe processes.
Applying Knowledge	Makes reasoned comparisons across places or contexts (e.g. links between volcanic risk in rich vs poor countries).	Uses examples to support simple comparisons.	Makes generalised or vague comparisons.	Cannot compare places or ideas confidently.
Using Evidence	Critically uses data (e.g. flood maps, climate graphs) to build extended arguments.	Uses graphs and photos to support explanations.	Makes basic comments on evidence.	Struggles to describe or use evidence.
Writing and Explanation	Sustains an extended argument with clear structure. Uses language like “This matters because…”.	Explains ideas clearly with correct terms and some structured reasoning.	Makes simple points but may not explain fully.	Struggles to structure writing or use key terms.

🔷 Year 9 – Complex Thinking: Inequality, Natural Hazards, Coasts, and the Middle East

What students study:

- *Divided Development*

  In this unit, students explore the global development gap and the complex reasons why the world is socio-economically divided. They learn how development is measured using various indicators, such as GNI per capita and the HDI, while questioning the limitations of these metrics. Students investigate the physical, historical, and economic causes of uneven development. Finally, they evaluate different strategies used to reduce the gap.

- *Earthquakes – Haiti*

  This topic focuses on the powerful tectonic processes that trigger seismic activity. Using the 2010 Haiti earthquake as a low-income country case study, students examine the physical causes of earthquakes, focusing on plate boundaries, fault lines, and shockwaves. They analyze the immediate and long-term social, economic, and environmental impacts on Haiti's population. By contrasting Haiti's experience with responses in Japan, students evaluate how governance, poverty, building infrastructure, and international aid dictate the ability to prepare for, endure, and recover from tectonic hazards.

- *Coasts - Jurassic Coast*
  Students dive into the dynamic world of coastal geomorphology, using the Jurassic Coast. They learn how marine processes—such as hydraulic action, abrasion, and longshore drift—interact with geology to create landforms. The unit highlights the difference between concordant and discordant coastlines and introduces students to the concepts of weathering and mass movement. Finally, students debate the human management of changing coastlines, weighing the costs and benefits of hard engineering versus soft engineering .

- *Geographical Applications – River Anton*
  *This practical, skills-based unit introduces students to the vital role of fieldwork and local geographical enquiry. Focusing on the **River Anton**, an ecologically rare chalk stream, students learn about fluvial processes including erosion, transportation, and deposition. They explore how the river changes from its source to its confluence, looking at both physical features and human management. Students are taught how to carry out a primary fieldwork investigation and then analyze the provided data, drawing conclusions, and evaluating the methods.*

Strand	Platinum	Gold	Silver	Bronze
Knowledge of Places	Explains how inequality affects different regions (e.g. Haiti vs Saudi Arabia). Links location, politics, and environment.	Describes key features and differences with some detail.	States facts about places but with limited connection.	Confuses places or gives vague descriptions.
Understanding of Processes(e.g. tectonics, coastal erosion, global inequality)	Explains in-depth using linked causes and long-term effects. Uses “This is significant because…” to show reasoning.	Describes and explains ideas with increasing clarity.	Can identify processes but often gives shallow explanations.	Needs help to explain or remember key processes.
Applying Knowledge	Applies knowledge to new, unfamiliar situations (e.g. how a Middle Eastern conflict affects access to water).	Uses existing examples to answer similar questions.	Struggles to transfer knowledge to different contexts.	Cannot apply ideas beyond the familiar.
Using Evidence	Evaluates the usefulness of sources (e.g. media reports, data). Uses evidence to reach reasoned judgements.	Uses sources to support conclusions.	Refers to evidence but with limited clarity.	Needs help to use evidence meaningfully.
Writing and Explanation	Constructs well-reasoned written responses with balance and depth. Uses precise vocabulary and structured arguments.	Writes clear answers with structure and appropriate vocabulary.	Writing shows some structure, but limited reasoning.	Struggles to explain clearly or organise ideas in writing.