

What is Geography?						
Exceeding	I can confidently share with my peers an innovative presentation of what I have learnt about Geography to date.	I can securely explain the different types of geography and links to relevant key geographical issues in these areas.	I can identify renowned geographers and their chosen careers as well as describing the skills and training needed for these roles.	I can use data gathering techniques to describe the main methods of transport in Wolstanton and formulate reasons for this linked into my prior knowledge of the area	I can present my data in a variety of methods and clearly describe trends and anomalies of my findings. I can also confidently formulate explanations for my findings.	I can formulate clear paragraphs outlining the investigation, what was done, what was found and give secure reasonings based on evidence.
Securing	I can present to my peers what I have learnt to date, about Geography in a creative way.	I can explain the differences between the different types of Geography	I can confidently name careers Geography leads to and the skills needed for most of these roles.	I can use data gathering techniques to describe the main methods of transport in Wolstanton and begin to formulate reasons for this	I can confidently present my data in several forms and describe what the data shows while beginning to formulate explanations for my findings.	I can structure sentences and paragraphs to describe in detail, the method and findings of the investigation and draw on the findings to give explanations.
Demonstrating	I can attempt to present to my peers what I have learnt to date, about Geography	I can describe the main types of Geography	I can confidently name careers Geography leads to and the skills needed for some of these roles.	I can use a questionnaire to collect primary data identifying transport methods around Wolstanton	I can use several types of graph to present my findings and begin to describe what the graphs show by identifying trends and anomalies.	I can confidently structure sentences to describe in detail, the method and findings of the investigation and begin to draw on the findings to give explanations.
Approaching	I can produce a piece of work to show what I have learnt to date, about Geography	I can name the main types of Geography	I can give several examples of careers that Geography leads to	I can identify the main types of transport used around Wolstanton town and describe which are the most common	I can name the types of graphs we can use to present data for an investigation and attempt to use one form of data presentation	I can independently write sentences to explain what we did and what we found in our investigation.
Working towards	I can recall what I have learnt to date, about Geography	I can name a type of Geography	I can give an example of a career that Geography leads to	I can identify the main types of transport used around Wolstanton town	I can name the types of graphs we can use to present data for an investigation	With support structures I can write basic sentences explaining what our investigation found

How do I know my place in the world?

Exceeding	I can distinguish between different scales confidently using names and I can explain what lines of latitude are	I can use an OS map independently . I can recognise symbols, directions, reading 4&6 figure grid references. I can explain how contours work.	I can explain what an ecosystem is. I can clearly explain the factors that control climate and how these impacts on the location of Biomes.	I can explain how clouds form and the impact that they have on the weather each day. I can name the types of clouds and at what height they form.	I can explain the 3 types of rainfall and describe each process. I understand what type of rain the UK receives and why.	I can design and create a questionnaire to gather data from my peers. I can present the data gathered in various methods and give reasons for what I have found.	I can independently create 2 climate graphs using 2 data sets and draw comparisons between the 2.
Securing	I can distinguish between different scales, using names of places, counties, countries, and continents.	I can read 4 & 6 figure grid references and can apply this to an actual OS map, starting to understand how to use one.	I can describe various Biomes and their location linking into climate zones and start to explain how lines of latitude play a role in climate.	I can use weather symbols to create a weather map showing a variety of weather types and I understand how the data was collected.	I understand what air masses are and how they act. I can describe the process of frontal rainfall.	I can design and create a questionnaire to gather data from my peers. I can present the data gathered in various methods.	I can confidently draw a climate graph and describe the climate using my completed graph.
Demonstrating	I can correctly use the various scales in my writing and speaking using named examples.	I can use 16 points on a compass and 4 figure grid references.	I understand what a climate zone is and can explain which parts of the Earth are hot and cold	I can name the instruments that are used to measure a variety of aspects of the weather. I can identify different symbols used in weather forecasting	I can describe the process of relief rainfall linking into my knowledge of contours.	I can independently design and create a questionnaire to gather data from my peers. I can present the data gathered in one method.	I can independently draw a climate graph using a data set that is given.
Approaching	I can describe the different scales used in Geography and some examples of these	I recognise common OS symbols. I can use 8 points on a compass.	I can explain the difference between weather and climate. I can name some of the different Biomes	I can explain a variety of ways that the weather can affect people, positive and negative.	I can describe the process of convectional rainfall.	I can design, with support, and create a questionnaire to gather data from my peers	With structure given I can plot data onto a climate graph.
Working towards	I can name at least 3 scales	I can explain what maps are used for and recognise some common OS symbols. I know 4 points on a compass.	I can name different types of weather and identify different climates	I can name the aspects of the weather that are measured	I can describe how the water cycle works using the correct key terms.	I can build on my knowledge of collecting primary data by writing questions to contribute to a questionnaire	I can name the 2 aspects of weather that are measured for a climate graph

What is happening to the UK landscape?

Exceeding	I can explain how rock type shapes the landscape and name the 3 processes involved.	I can explain the processes involved at each stage and how a river changes shape from the upper to the lower course. I can identify the stage of river using field examples.	I can present the data from our river study effectively and I can draw conclusions from the data to make a comparison between theory and practice.	I can distinguish between erosional and depositional landforms. I can describe the formation of several coastal landforms linked with processes and apply this to real life examples.	I can identify glacial landforms in the field and explain what process occurred for them to form. I have knowledge of a case study example.	I understand the impacts that global warming is having on earths landscapes and can evaluate the current techniques to combat this and justify my choices.
Securing	I can explain the processes which produce the rock cycle and categorise rocks into the 3 types.	I can describe the shape of a river in the lower stage and explain the formation of 2 landforms in that stage.	I can present the data from our river study effectively and start to draw conclusions as to what the data shows.	I can explain the effect of waves on the coastline. I can describe in detail how 2 coastal landforms are created.	I can describe how several glacial landforms are created linked to the glacial process and name real life examples	I can compare management techniques and decide which is most effect with reference to named examples.
Demonstrating	I can name the 3 types of rock and describe the rock cycle.	I can describe the shape of a river in the middle stage and explain the formation of 2 landforms in that stage.	I can use the data collected and plot it to present it in a suitable style.	I can describe how a wave is formed and identify some coastal landforms	I can explain how a glacier moves, identify glacial landforms, and start to describe how they form	I can explain how several management strategies work to mitigate the effects of flooding and erosion .
Approaching	I know a variety of landscapes; I can describe them and give named examples.	I can describe the shape of a river in the upper stage and explain the formation of 2 landforms in that stage.	I can independently describe in detail how data was collected for our river study.	I can name and describe how coastal processes work including the different types of erosion and transport.	I can describe the 3 glacial processes and start to identify glacial landforms	I can identify several methods to manage river flooding and coastal erosion and start to describe them.
Working towards	I can define what a landscape is and give several examples.	I can name the 3 processes of rivers and name some river landforms	I can, with support, write sentences to describe the method of data collection for our river study.	I can name the 3 main coastal processes and the 2 main types of waves.	I can name the 3 main glacial processes and 1 type of movement.	I can identify use of the landscape and explain why it needs to be managed.

Into Africa

Exceeding	I can describe the location of Africa including its latitude and longitude.	I can explain what drought is, why it happens and what the effects are on Africa and its people.	I can compare changes in Africa's population with that in other continents and explain why the changes occurred.	I can outline the problems of slum life for Africans and devise a plan of solutions to rectify the issues faced.	I can confidently and clearly present my decision and justification on what actions Sudan should take to improve their future.	I can create my own piece of art following the criteria for African art. I can explain the impacts that ecotourism has on the environment and link this to climate change.
Securing	I can describe all the continents in terms of area, population, and number of countries. I can identify all the continents from their outline.	I can identify the varying biomes of Africa on a map and explain their formation linking back to climate factors.	I know what urbanisation is and I can construct a choropleth map to present data on Africa's urban population.	I can describe what a slum is and explain why they form with reference to an example that I can describe the location of and identify on a map.	I can outline the issues of Sudan's conflict and describe the impacts of the conflict on its people.	I can describe in detail the features of an ecotourist destination. I can describe the key features contained in African Art.
Demonstrating	I can describe some of the continents in terms of area, population, and number of countries. I can start to identify the continents from their outlines	I can identify and correct common misconceptions about Africa. I can describe the issues that Africa has with water and start to explain what is causing these issues.	I know what urban-rural migration, why it happens, and I can outline the positives and negatives of urban and rural living in Africa.	I can form an opinion on what education in Africa is like supported by evidence I create from data provided about the education system in Africa.	I can describe the climate, environment, and people of Sudan. I can start to understand why there is conflict in Sudan.	I can describe the positive and negatives of tourism in Africa, socially and environmentally. I can start to consider solutions to the problems of tourism in Africa.
Approaching	I can confidently identify all 7 continents and locate them on a map with ease.	I can accurately describe the climate of Africa with reference to named areas.	I can describe how Africa's population has changed over time in response to key historical events in time and I know what a colony is.	I can compare and contrast the way Africans live in cities and the countryside with life in the UK.	I can describe Ghana's economic history and name important imports and exports that currently support Ghana's economy.	I can identify on a map the types of tourism available in different countries of Africa and link this to its climate and biomes.
Working towards	I can describe what a continent is and name examples. I know which continent we live in.	I can name rivers, mountains and biomes found in Africa. I know how many countries are in Africa and I can name some of them.	I can name key date in the history of Africa's population and state what happened at that time to the population.	I can describe what it is like to live in Africa and pick out key differences to our life in the UK,	With support I can describe the location of Ghana and Sudan in Africa.	I can name several different kinds of tourism that Africa has to offer and start to name the countries where they are offered.

Is it a fair world?						
Exceeding	I can suggest how developed a country is based on the percentage of each type of industry.	I can identify the country with the least development in the world and compare life there to life in the UK.	I can evaluate the use of fair trade and using the evidence provided decide if it is meeting its purpose or if there are still issues with fair trade.	I can conduct independent research into 'New India'. I can consolidate and present this research into the form of a newspaper article.	I can define the term, globalisation and link this to my knowledge of India by describing how India and other countries are interdependent.	I can decide, using the knowledge I have acquired, if China is the Superpower of the 21st Century, I can justify my decision and provide evidence to support my choice.
Securing	I can define and give examples of primary, secondary, tertiary and quaternary industry.	I can explain the different aspects from which development is measured.	I can describe what fair trade is, what it is designed to do and how it works. I can give examples of fair trade in action and name the countries involved.	With support and direct I can conduct research to gather information on 'New India' I can attempt to present my findings in a newspaper article.	I can define urbanisation. I can describe how urbanisation affects the population of India and I can explain the causes of urbanisation in India.	I can describe how China's industry has evolved and developed with mention to its rival competitors in industry.
Demonstrating	I can suggest the level of development of a country from its birth and death rates.	I can identify the most developed country in the world and give a reason to explain why this is.	I can recall at least 3 development goals and explain why there where created.	I can describe the location of India, including bordering countries, oceans and describe physical and human features of India.	I can make a comparison between the areas of India that are wealthy and those that are poor. I can use named examples in my comparison.	I can explain using evidence why China has been so successful as a manufacturing industry.
Approaching	I can recall at least 5 development indicators.	I can mark onto a world map where the Brandt line is.	I can identify 3 causes of poverty and explain how they lead to low levels of development and a poor standard of living.	I can name regions in India and identify which are urban and which are rural. I can locate these regions on a map of India.	I can identify rich and poor areas of India. I can describe the causes for the gap in wealth within India.	I can give an account of China's history leading to present day and explain how they have become the largest country in terms of population.
Working towards	I can define the following key terms: Development HIC LIC NEE	I can explain what the Brandt line is and what it represents.	I can define poverty and give examples of countries that fall into this category.	I can identify the location of India on a blank world map	I can explain with examples what the following terms mean: Rural Urban	I can locate china on a world map and give one reason why China has a large population.

What is happening beneath our feet?

Exceeding	I can describe what each later of the earth is made of and explain in detail what happens at all 4 plate boundaries. I can locate on a map all 7 tectonic plates	I can recall in order the geological time periods from the start of the earth to present day. I can describe the key events that occurred in each period to form the earth,	I can confidently compare the effects and responses of earthquakes on HICs and LICs. I can explain specific details of the events in Christchurch and Nepal.	I can identify which boundaries volcanoes form at, and I can explain why they form here. I can give named examples of boundaries and volcanoes.	I can explain what can be done to protect against and mitigate the effects of a tsunami. I can consider my own ideas that can improve what is already in place.	I can identify some short- and long-term responses to hurricanes. I can explain why responses vary in HICs and LICs.
Securing	I can describe the state of each layer of the earth and explain why this changed with depth. I can explain in detail what happens at two plate boundaries. I can name all 7 tectonic plates.	I can identify several key events in the earths formation and start to put them in order of time. I can recall how old the earth is.	I can categorise the effects of earthquakes into primary and secondary and start to draw comparisons between HICs and LICs in the effects felt and the way they respond.	I can identify the positives and negatives of living near a volcano, I can make a decision whether people should live here or not and justify my answer with evidence.	I can locate the boxing day tsunami and give key facts about the event. I can explain what the event happened and how people were impacted.	I can identify and describe the effects of hurricanes on people and start to identify differences for HICs and LICs.
Demonstrating	I can recall the depths of each layer of the earth and explain in detail what happens at one plate boundary.	I can explain how rocks are used in dating. I can recall some of the geological time periods.	I can describe in detail the effects caused by earthquakes. I can locate on a map the location of both earthquake cast studies.	I can name the effects that volcanoes have on people referring to 2 volcanic events, one historic and one current.	I can identify the effects of tsunamis on people. I can explain the formation of a tsunami linking back to plate tectonics.	I understand and can explain the conditions needed for a hurricane to form and I can locate on a map where they typically form.
Approaching	I can name the layers of the earth in the correct order. I can name the 4 tectonic plate boundaries	I can describe the rock cycle and explain the processes that make the cycle go around.	I can explain what causes an earthquake to occur and name some basic effects of earthquakes.	I can describe the key aspects of a volcano with the correct terminology and I can identify a volcano type from its shape.	I can identify the steps of formation of a tsunami and start to identify the effects on people.	I can describe how a hurricane forms and start to describe where they form
Working towards	I can define a natural hazard and give examples.	I can name the 3 types of rock and give examples	I can name an example of an HIC earthquake and an LIC earthquake	I can define the following words: Active Dormant Passive	I can correctly explain what a tsunami is	I can describe what a hurricane is

Should the Middle East be its own continent?

Exceeding	I can use climate graphs, maps and diagrams to describe and explain the climate zones of the middle east.	I can describe and explain 2 adaptations of 2 living things of the hot desert which enable them to survive in the harsh conditions of the hot deserts	I can explain how our lives in the UK are influenced by the middle east.	I can explain at least 2 relationships between development and oil production.	I can judge to what extent environmental, social and economic factors have fueled conflict	I can discuss and give an informed opinion whether FIFA was right to award Qatar the 2022 World Cup
Securing	I can use maps and images to identify the 3 main climate zones of the middle east and start to describe the conditions in each zone.	I can give 3 examples of how indigenous people find and use water in the hot desert.	I can identify and describe 4 socio-economic links between the UK and Middle East.	I can start to describe how oil can lead to development of a country by identifying the conditions of living in that country.	I can describe and explain what impact the conflict has had on Syria's children	I can evaluate 5 different aspects of Qatar regarding its suitability to hold a major sporting event
Demonstrating	I can create an accurate map of the middle east showing physical and human features of the area.	I can identify and describe 2 dangers faced by people living in the hot desert.	I can identify and explain 2 factors that drive people to live in the cities of the middle east.	I can explain the reasons why we get our oil in the UK from the middle east and start to identify why this is problematic for the UK.	I can explain the causes of the conflict in Syria and start to identify the impacts of the conflict.	I can use facts to give at least 1 opinion whether Dubai is economically, environmentally and socially sustainable
Approaching	I can name 8 countries of the middle east and 3 bodies of water. I can identify the middle east on a world map.	Using evidence provided I can identify and describe 3 physical features of a hot desert.	I can identify at least 1 densely and 1 sparsely populated area of the middle east and locate them on a world map.	I can describe 2 uses of oil and explain the reasons why oil is such a sort after resource, globally.	I can locate Syria on a map and describe its location, including physical and human features.	I can locate and describe where Dubai is. I can define economic, environmental and social.
Working towards	I can confidently name several countries located in the middle east	I can describe what the climate is like in a hot desert with reference to temperature and precipitation.	I can explain what densely and sparsely mean with reference to population.	I can recall at least 3 facts about oil in the middle east.	I can describe the problem that is happening in Syria and identify when it started.	I can define what sustainability means and give examples of this in use.

Is there a better way to make energy?

Exceeding	I can describe in detail how, coal, oil and gas are formed with reference to geological timescales.	I can explain the impacts of using fossil fuels and how it is impacting the planet and future generations.	I can argue the positives and negatives of various types of energy, some renewable and some non-renewable.	I can use the available information to come to an informed conclusion on whether a wind farm should be built. I can justify my choices with evidence	I report on 2 countries with different approaches to renewable energy methods and determine which solution is the most effective, justifying my conclusions.	I can write a report to describe the methods I used in the field, outline what I found and analysis the data to come to a conclusion.
Securing	I can define what a fossil fuel is and give examples. I can describe how one type of fossil fuel is made.	I can describe how fossil fuels can be problematic to find and transport.	I can describe and explain how energy is made from water, solar and wind sources and give pros and cons of each.	I can debate with my peers and come to conclusions about whether a hydroelectric dam should be built in China.	I can research and report on 2 countries with different approaches to renewable energy methods.	I can draw conclusions from the data I have collected to determine the amount of energy a hydroelectric power station can make.
Demonstrating	I can describe how rates of energy use varies across the globe with reference to different types of energy.	I can identify several methods of making turbines spin in a power station.	I can describe how energy is made for one type of renewable energy.	I can weigh the positives and negatives associated with a named case study example of renewable energy.	I can describe ways that businesses, homeowners and the government can use energy more sustainably.	I can locate on a map the fieldwork site in Hafod Y Llan and describe the location in relation to the UK.
Approaching	I can identify several different types of energy and what they are used for.	I can name the 5 steps to explain how electricity is made.	I can give examples of both renewable and non-renewable energy	I can locate on a map where 2 well known renewable energy sources are in effect.	I can identify possible solutions to change the current projects of energy use.	In a group I can assist in taking measurements of the rivers speed.
Working towards	I can explain what energy is and where it comes from.	I can name who invented Electricity and when this was.	I can define renewable and non-renewable sources of energy.	I can name case study examples where renewable sources of energy are being used.	I can identify future projections for energy use and explain why this is a problem.	In a group I can assist in taking measurements of a river channels shape.

Assessment ladder

Geography - Year 9

How fascinating is our world?						
Exceeding	I can explain why we need to and describe how we can protect the Galapagos islands.	I can outline the conflict experienced in this area. I can explain what is causing this and why. I can decide what would be best for Antarctica's future.	I can outline in detail the impact of a serious eruption at Yellowstone, describing the effects on varying scales from local to global.	I can locate and describe the climate of the Atacama Desert I can draw comparisons between the Atacama Desert and Mars.	I can discuss the environmental and economic effects of HEP on the Mekong river, giving my own opinion and justifying it with evidence.	I can make a judgement as to whether mega cities can be sustainable or not, I can support my judgement with justification and evidence.
Securing	I can describe the difference between an island and an archipelago and locate the Galapagos on a map.	I can explain how climate change is affecting the ecosystems. I can describe what the future looks like and how we can change this.	I can give an account of the history of Yellowstone, including pass eruption and activity.	I can outline the challenges facing Cambodia as it develops. I can describe the benefits and draw backs of Chinese investment.	I can explain what HEP investment is and how it can bring money to the area if built on the Mekong river.	I can define sustainability and I can describe in detail how cities can be made sustainable.
Demonstrating	I can describe how tourism can bring conflict and link this to my knowledge of Dubai.	I can describe the physical changes being experienced in Antarctica due to climate change. I can describe how climate has changed.	I can describe the geology of Yellowstone and explain why it is such an important site of interest.	I can describe the population distribution of Cambodia and give information on the country's economics.	I can describe the economic value of the Mekong river and outline how its uses are valuable.	I can name and locate Asia's largest slum and outline the problems created by rapid urbanisation.
Approaching	I can locate Dubai and describe its climate I can explain how their industry has changed.	I can describe the physical Geography and the climate of Antarctica. I can name a plant that can survive here.	I can define what a national park is, and I can describe the physical features of Yellowstone.	I can recall facts of Cambodia's history and describe the physical features of Cambodia.	I can describe the physical features and landforms of the Mekong river and start to explain how they form.	I can describe what Urbanisation is and link this to explain what happened in Mumbai.
Working towards	I can define the following terms: Biome Climate Human Physical	I know what Antarctica is and I can locate Antarctica on a map. I can name an animal that lives here.	I can describe what Yellowstone national park is and locate it a map.	I can locate Cambodia on a world map and describe the climate in Cambodia.	I can name the countries the Mekong River runs through and I know where the source is and where the mouth comes out to the ocean.	I can define, using figures, what a Mega city is and give an example.

Why should we care about our planet?

Exceeding	I can begin to create solutions for one of the several environmental issues that I have identified.	I can describe how population and landmass will be impacted by sea level rise in the future.	I can begin to formulate how extreme events in the UK could develop as climate continues to change.	I can identify the strengths and limitations of the report and data collection, I can provide solutions to improve the study at a following date.	I can use my knowledge gained and data provided to decide if we still too reliant on fossil fuels for energy production? I can support my decision with justifications and evidence.	I can explain why coral reefs are in danger, why they should be protected and how they can be protected.
Securing	I can explain the main cause of global environmental issues that the world is currently facing.	I can identify who the UK's first climate refugees will be and decide whether to defend the area or not.	I can describe how hurricanes form and explain where they typically form with reference to the UK.	I can analysis the data collected and presented and come to a conclusion to answer the enquiry question.	I can describe what happened at Chernobyl. I can outline the negative impacts this had on the environment.	I can locate the Mariana's trench on a world map. I can describe why it has formed there and explain why this trench is so important.
Demonstrating	I can describe how population is changing, referring to data in my description.	I can explain the link between temperatures and CO2 levels. I can explain why global sea levels are rising.	I can explain in detail why the UK is experiencing these extreme weather events.	I can present the raw data collected in an appropriate graph and describe what the data shows.	I can describe what happened in the 2010 Oil spills. I can outline the negative impacts this had on the environment.	I can describe the issues India has encountered through rapid urbanisation relating specifically to waste management.
Approaching	I can name 3 different environmental issues that affect the world and its population.	I can describe what is happening to global CO2 levels and quote figures in my description.	I can name and recall facts of at least 2 extreme weather events that have occurred in the UK that can be linked to climate change.	With support structures I can write up the method of data collection for an enquiry question.	I can describe what permafrost is and explain how it can be a problem for our environment, linking my answer to climate change.	I describe where the Ganges river in and locate India on a map. I can define what urbanisation is and link this to India.
Working towards	I can define what an environmental issue is and give one example	I can describe what is happening to global temperatures and quote figures in my description.	I can name events that occur in the UK which can be linked to climate change.	I can collect raw data on car usage to answer an enquiry question.	I can explain why it is dangerous to dump plastic in the ocean.	I can define biodiversity and explain why it is in danger.

Who eats who?

Exceeding	I can explain how an ecosystem functions. I understand and can use the term interdependence and sustainability in my explanation.	I can explain why biomes are located where they are. I can describe what the GAC model is and name the cells.	I can identify, describe and explain 3 adaptations of vegetation of the rainforest.	I can explain what methods can be used to protect the TRF. I can assess the positives and negatives of these methods.	I can identify, describe and explain 3 adaptations of vegetation from the hot desert.	I can locate the Sahara Desert on a map, I can describe the location and explain the climatic conditions here.
Securing	I can describe the difference between a food chain and a food web using examples.	I can compare a biome to an ecosystem and describe the similarities and differences between the two.	I can identify, describe and explain 3 adaptations of an animal of the rainforest.	I can describe what it's like to live in a TRF, including how they survive and with reference to a case study example.	I can identify, describe and explain 3 adaptations of an animal from the hot desert.	I can describe the causes of desertification and explain the impacts created by desertification.
Demonstrating	I can order a food chain for an ecosystem including the correct usage of the arrow in the chain.	I can describe in detail at least 2 biomes, including the location, climatic conditions and what animals and plants survive there.	I can name in order the 4 layers of the rainforest. I can describe the conditions of each layer, where animals are found and what vegetation does in each layer.	I can outline the impacts of deforestation on local, regional, national and global scales.	I can explain why deserts are hot in the day and cold at night. I can define aridity and describe the causes of it in the hot desert areas.	I can define desertification and describe where it is happening, I can locate these areas on a map.
Approaching	I can confidently identify components of an ecosystem and categorise them into biotic and Abiotic.	I can name and describe the biomes that cover the earth. I can locate them on a map.	I can locate where TRFs are found and give named examples.	I can describe the rate of deforestation globally referring to data and identify the most at risk areas for deforestation.	With support I can make a comparison between the climate of a hot desert and the TRF using climate graphs I have made.	I can design an outfit for a person who lives in the hot desert and explain how the outfit is suited to the environment conditions.
Working towards	I can define what an ecosystem is and start to name the components of an ecosystem.	I can define what a biome is and give an example. I can locate the example on a map.	I can describe what a TRF is like, what plants and animals are found there and what the climate of a TRF is like.	I can explain why the rainforest is being cut down and identify at least 3 uses of the rainforest.	I can identify different types of desert and describe what the conditions are like in a hot desert.	I can identify 3 reasons why living in the hot desert is difficult for people.