



Pupil flightpath		Mastery Steps		
GCSE target	KS2 start point	Knowledge and Understanding	Skills and Application	Analysis and Evaluation
8/9	117-120	<ul style="list-style-type: none"> <li>Pupils can analyse the cause, effect and response to a hazard over time</li> <li>Pupils can use their own knowledge and understanding of a wide range of locations and appreciate that other factors can impact on the scale of a disaster</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can create an effective sequence of investigation and use a wide range of skills effectively and accurately to determine the cause and effect of a Hazard</li> <li>Pupils can use a variety of sources like text books, journals, newspapers and reliable web resources to draw these conclusions</li> <li>Pupils can evaluate sources of evidence critically</li> <li>Pupils can present full and clearly argued summaries of your work and reach fully supported conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can assess the importance of primary and secondary effects</li> <li>Pupils can evaluate the effects of a hazard and provide evidence to argue which type of effect has the biggest impact</li> <li>Pupils can assess the differences in responses to Hazards</li> <li>Pupils can evaluate the importance of the level of development in relation to the impact of the Hazard</li> </ul>
6/7	102-116	<ul style="list-style-type: none"> <li>Pupils can make links in their knowledge and understanding between the cause, effects and response of a hazard and the level of development of a country</li> <li>Pupils can use these links to suggest how other factors can impact on the scale of a disaster</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can create their own route to enquiry to research the cause, effect and response of a hazard</li> <li>Pupils can select and use accurately a wide range of skills and resources to complete this research</li> <li>Pupils can present a well-researched summary of their findings and suggest a conclusion based on their research</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain the importance of primary and secondary effects</li> <li>Pupils can state which effect has the biggest impact</li> <li>Pupils can suggest why the level of development of a country impacts on the hazard</li> </ul>
4/5	85-101	<ul style="list-style-type: none"> <li>Pupils can describe the causes, effects and responses of a hazard</li> <li>Pupils can suggest how other factors may impact on the hazard</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can suggest appropriate routes to enquiry to research the cause, effect and response of a hazard</li> <li>Pupils can select a range of skills and sources of evidence and use them effectively to complete the research</li> <li>Pupils can produce a summary of their findings</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe the importance of primary and secondary effects</li> <li>Pupils can say which effect has the biggest impact</li> <li>Pupils can say why the level of development of a country impacts on the hazard</li> </ul>
2/3	80-84	<ul style="list-style-type: none"> <li>Pupils can list some causes, effects and responses to a hazard</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask and answer basic geographical questions about hazards</li> <li>Pupils can use some resources to help them investigate a hazard</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can identify Geographical patterns</li> <li>Pupils can offer simple descriptions</li> </ul>