

<p> <b>Create</b>            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• Improve assessments following teacher feedback.</li> <li>• Create natural hazard survival plans.</li> <li>• Design brochures linking to areas of the UK.</li> </ul>
<p> <b>Evaluate</b>            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• Persuade others of your opinions.</li> <li>• Justify your opinion about who is more affected in geographical events.</li> <li>• Reach conclusions and use evidence to back these up.</li> </ul>
<p> <b>Analyse</b>            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• Analyse which effects are worse for people or the environment when learning case studies.</li> <li>• Research current and past geographical issues.</li> <li>• Organise timelines of events.</li> </ul>
<p> <b>Apply</b>            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• Use and apply map reading skills to plan routes.</li> <li>• Demonstrate knowledge of physical geographic processes like coastal erosion and causes of volcanic eruptions.</li> </ul>
<p> <b>Understand</b>            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• Know what cause and effect means in geography.</li> <li>• Understand basic key vocabulary for each topic and use key words successfully in learning.</li> <li>• Explain if the quality of life in Wiveliscombe is high, and why.</li> <li>• Explain how processes occur, e.g. plate tectonics cause earthquakes.</li> </ul>
<p> <b>Remember</b>            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• Recognise and recall geographical features at different scales.</li> <li>• Recognise key features on OS maps.</li> <li>• Label photos, draw sketch maps, draw fields sketches, draw graphs.</li> <li>• Define key terms for topics like coasts, tectonics and Asia.</li> </ul>

<b>Create</b> hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• Improve assessments following teacher feedback.</li> <li>• Create a new low risk city and justify its choice of location.</li> <li>• Design a learning board game to teach others about climate change.</li> <li>• Compose a solution to a humanitarian crisis facing the world.</li> </ul>
<b>Evaluate</b> recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• Persuade others of your opinions.</li> <li>• Justify your opinion using evidence.</li> <li>• Reach conclusions and use evidence to back these up.</li> </ul>
<b>Analyse</b> infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Examine evidence for and against climate change.</li> <li>• Analyse which effects are worse for people or the environment when learning case studies and to justify choices.</li> <li>• Research current and past geographical issues, choosing key information.</li> <li>• Organise timelines of events and prioritise information which is more relevant.</li> <li>• Investigate changes along a river and demonstrate this knowledge through project work (analysis/ conclusions/ evaluations).</li> </ul>
<b>Apply</b> demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Use and apply map reading skills to plan assessments such as new cities.</li> <li>• Manipulate data and calculate averages.</li> <li>• Apply knowledge of risks to justify choices.</li> </ul>
<b>Understand</b> explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Understand the terms cause, effect and solution and give examples.</li> <li>• Understand key vocabulary for each topic and use competently.</li> <li>• Explain key processes such as greenhouse effect, urbanisation, changes along a river.</li> </ul>
<b>Remember</b> list recognise define recall label	<ul style="list-style-type: none"> <li>• Recognise and recall both physical and human geographical features from photos and maps at different scales.</li> <li>• Read OS maps and use map skills frequently through topics.</li> <li>• Annotate photos, draw and label sketch maps, draw and label fields sketches, draw and describe patterns on graphs.</li> <li>• Define key terms for topics like climate change, risky places, development, settlement, urbanisation, rivers and India.</li> </ul>

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• Improve exam answers and overall learning following teacher feedback.</li> <li>• Develop understanding of global human and physical geography throughout the year.</li> <li>• Use 'Creation' tasks to extend learning or alternative extension tasks as directed to by teachers.</li> </ul>
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• Persuade others of your opinions through ranking activities throughout topics this year (AO3).</li> <li>• 'Assess' geographical knowledge and understanding in 8-mark questions, trying to gain at least Level 1 answers (AO3).</li> <li>• Justify your opinions about causes of climate change/ the biggest impacts of earthquakes/ the biggest changes brought by globalisation to emerging cities and countries (AO3).</li> </ul>
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Investigate global geographical events (hurricanes/ earthquakes/ tsunamis) (AO1 and AO2).</li> <li>• Research causes of climate change (natural and human) (AO1 and AO2).</li> <li>• Investigate impacts of climate change, past, present and future projections (AO1 and AO2).</li> <li>• Examine trends in urbanisation, global development and global trade (AO1 and AO2).</li> <li>• Plan for 'assess' questions by ranking ideas first in a continuum or table (organise your ideas!) (AO3).</li> </ul>
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Use and apply map reading skills from Years 7 and 8 to track hurricane development (using GIS too) (AO4).</li> <li>• Calculate differences from means, calculate percentages, calculate ratios (AO4).</li> <li>• Practise exam style answers.</li> <li>• Use a variety of sources (photos, maps, text, graphs, data tables) across topics to develop geographical skills (AO4).</li> </ul>
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Explain geographical processes (e.g. causes of earthquakes, migration patterns, urbanisation) (AO2).</li> <li>• Give examples and use case studies to illustrate geographical learning (AO2).</li> <li>• Interpret graphs (bar, line, compound bar charts) (AO4).</li> <li>• Use Pe and Pee chains to answer 'Explain' exam style questions (AO2).</li> </ul>
Remember list recognise define recall label	<ul style="list-style-type: none"> <li>• Define key terms for topics in Hazardous Earth, Development, and Urban Worlds topics (AO1).</li> <li>• Label diagrams of geographical processes (e.g. plate boundaries, tsunami formation, models of development) (AO1).</li> <li>• Recognise landforms such as volcanoes and weather systems such as hurricanes from photos/ satellite images/ GIS (AO1).</li> <li>• Use Pe to answer 'Describe' exam style questions (AO1).</li> </ul>

<p>           Create            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• Continue to improve exam answers and overall learning following teacher feedback (in book and on tests) (AO1/2/3/4).</li> <li>• Develop understanding of UK geographical issues throughout topics taught this year (AO1/2/3/4).</li> <li>• Test hypothesis through 2 fieldwork opportunities this year, formulate titles and questions to investigate (AO4).</li> <li>• Develop data collection skills in the field and improve team work skills (AO4).</li> <li>• Use 'creation' and 'extension' tasks as directed by the teacher when appropriate (AO2/AO3).</li> </ul>
<p>           Evaluate            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• Clearly persuade others of your opinions through ranking activities in topics this year (AO3).</li> <li>• Clearly 'assess' geographical knowledge and understanding in 8-mark exam answers - try to reach at least L2 (4+ marks) (AO3).</li> <li>• Justify your opinions on the reasons for the causes/impacts of events (e.g. causes of flooding) (AO3).</li> <li>• Reach clear geographical conclusions based on evidence in your fieldwork projects (AO3).</li> <li>• Evaluate fieldwork methods and results in detail (AO3).</li> </ul>
<p>           Analyse            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• Investigate reasons for differences in land use around the UK (both physical and human) (AO2).</li> <li>• Investigate, through fieldwork, variations in inner city urban areas, and flood risk along a named UK river or coastal area (AO2).</li> <li>• Examine changes to the UK landscape over time (both physical and human causes) (AO2).</li> <li>• Organise information to write more detailed answers in 'assess' style exam questions worth 8 marks (AO3).</li> <li>• Research, using secondary sources, information to help with both the fieldwork projects this year (AO4).</li> <li>• Analyse data in the fieldwork projects to help reach conclusions (AO3).</li> </ul>
<p>           Apply            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• Use map reading skills to identify UK geology patterns/ land use patterns. Plan fieldwork sites using maps (AO4).</li> <li>• Calculate percentages, means (using FW data), and use compound bar charts with confidence (AO4).</li> <li>• Continue to practice 8-mark exam answers, improving them following feedback (AO3).</li> <li>• Demonstrate knowledge/ understanding of content across the U1 and U2 topics using Seneca learning (AO1/2).</li> <li>• Use a wide variety of sources across topics to develop geographical understanding (AO4).</li> </ul>
<p>           Understand            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• Clearly explain geographical processes (e.g. UK geology formation, river and coastal processes, UK urban change) (AO2).</li> <li>• Give clear examples and use case studies well to illustrate geographical learning (AO2).</li> <li>• Draw accurate graphs and interpret these using the TEA idea (AO4).</li> <li>• Use PePe well to answer 'explain' exam questions (AO2).</li> </ul>
<p>           Remember            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• Define key terms for topics in the UK physical and UK human topics. Know and use fieldwork terminology (AO1).</li> <li>• Draw and label diagrams of geographical processes (e.g. river feature formation, UK city land use, coastal processes) (AO4).</li> <li>• Recognise physical features from maps and photos. Recognise human land use from maps and satellite images (AO4).</li> <li>• Use Pe well to answer 'describe' questions (AO1).</li> </ul>

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• Continue to improve and write clear and detailed exam answers and improve overall learning following feedback.</li> <li>• Develop understanding of global geographical environmental issues during this year.</li> <li>• Create a revision timetable and use it to revise all the content for the GCSE exams throughout the year.</li> <li>• Create links between topics across the GCSE, especially in U3 for the DME paper. Topics have connections to each other and do not 'stand alone' a lot of the time.</li> </ul>
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• In detail, persuade others of your opinion/ ideas in the Decision-Making activities.</li> <li>• Write detailed answers to 'assess' questions and justify your ideas fully (try to aim for Level 3, 7-8 marks, or top level 2).</li> <li>• Debate future projections on energy use/ resource consumption and alternatives to current non-renewables.</li> </ul>
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Examine the relationship between people and the biosphere (Topic 7 and 8).</li> <li>• Investigate/ research 2 different biomes, the rainforest and the taiga (Topic 7 and 8).</li> <li>• Analyse energy consumption and changes to energy use over time and in different regions (Topic 9).</li> <li>• Organise geography learning from Year 9 and 10 to prepare for mock and real exams.</li> <li>• Prioritise revision early to leave enough time to revise content thoroughly.</li> </ul>
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Use OS maps, and other types of maps. Be confident doing this in all 3 units.</li> <li>• Use maths skills confidently across all 3 units.</li> <li>• Calculate rates of coastal erosion using map evidence and scales.</li> <li>• Practise using a wide range of 'sources' through topics this year, but across all units for the exams.</li> <li>• Demonstrate your knowledge and understanding of all units by using Seneca Learning regularly.</li> </ul>
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Give detailed explanations of geographical processes from Units 1, 2 and 3.</li> <li>• Give clear and detailed/ specific points when using examples and case studies to illustrate geographical learning.</li> <li>• Draw detailed and accurate graphs, interpret graphs using TEA clearly and concisely.</li> <li>• Use PePe clearly and concisely to answer 'explain' 4-mark exam questions.</li> </ul>
Remember list recognise define recall label	<ul style="list-style-type: none"> <li>• Define key terms across all 3 units of work. Use these competently in discussions/ writing/ exam answers.</li> <li>• Draw, label and annotate diagrams of geographical processes across all 3 units.</li> <li>• Recognise physical and human geographical features from photos/ satellite images/ GIS, across all units.</li> <li>• Use Pe to clearly and concisely answer 'describe' 2-mark answers.</li> </ul>