

**DFE guidance April 2019 states that local authorities may specify requirements as to effectiveness ... in deciding whether education is suitable, whilst accepting that this must be applied in relation to the individual child's age, ability and aptitude. Children will be at different levels, some may be in advance, some at a lower level and some children may be working towards the minimum standard. Our Home Education Advisor will discuss where you think your child is and what your plans are in relation to providing a suitable education.**

Geographical education for students from Year 7 through Year 11 should inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They should develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. They should be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Students should be able to demonstrate in Geography, they can:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems(GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

For details on the subject content, please see the National Curriculum for Key Stages 3 and 4

## **Example minimum expectations**

Camden in line with [DFE guidance](#) has set some example minimum expectations for education in Maths and English for each Key stage – See Section 2.10 in parents guidance and 9.4 to 9.6 in LA guidance. **There is no requirement for you to follow these examples**

These are indications for parents and our advisor to get a better understanding of the education your child is receiving. We recognise that children will be on journey in their education some child will be at expected level, some will be in advance of their key stage indicator, some may be working towards the indicator or some children due to their education needs maybe below the indicator. You may find that children can do some elements of the different indicators as well.

Knowing where your child is can be helpful for you in setting work for them, ensuring it is appropriate for them but can also help you know where they could be “stretched” or work needs to be reviewed. It will also enable our home education advisor to offer a tailored set of advice for each child and make suggestions for parents so they can help support their child reach the minimum expectations where appropriate.

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