

Year 8	Geographical Skills (Place, Space, Scale)	Fieldwork: Enquiry and Data	Physical and Human Processes (Physical and Human Geography)	Year 8	Thinking like a Geographer (Interdependence)	Environment and Sustainability	Cultural Understanding and Diversity	
Emerging	<p>I can use the index and contents to identify places in an atlas.</p> <p>I can define latitude and longitude.</p> <p>I can identify a scale bar on a map and occasionally use it accurately to calculate distance.</p> <p>I can identify contour lines are on an Ordnance Survey map and can occasionally use them accurately to measure height.</p> <p>I can identify where north, south, east and west are on a compass and sometime use these to describe places on a map.</p> <p>I can identify the UK on a world map and the continent of Europe.</p> <p>I can identify four map symbols on an Ordnance Survey map.</p>	<p>I can identify some questions or issues that could be investigated with fieldwork.</p> <p>I can identify two types of graphs used by geographers in fieldwork.</p> <p>I am beginning to describe how maps, graphs, sketches and photographs can be interpreted.</p>	<p>Human Geography</p> <p>I can define development and am beginning to describe how development can be measured by naming countries (case studies) from lessons.</p> <p>I can define what is meant by rural and urban and begin to describe the characteristics of each.</p>	<p>Physical Geography</p> <p>I can define erosion, weathering, transportation and deposition.</p>	Emerging	<p>I can state and am beginning to describe how human and physical geography are linked by using case studies from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I can state and begin to describe ways in which humans are impacting the environment by using case studies from lessons.</p> <p>I can state and begin to describe what is meant by sustainable development by using the sustainability stool as a guide.</p>	<p>I can identify and begin to describe different cultures that exist within the UK, England, East of England and in our school community.</p>
	<p>I can describe when to use the index and contents to find places in an atlas.</p> <p>I can describe what latitude and longitude are and can state an example of each.</p> <p>I can identify a scale bar on a map and describe how it is used accurately to calculate distance.</p> <p>I can identify what contour lines are on an Ordnance Survey map and can describe how they are used to show height on a map.</p> <p>I can identify north, south, east and west are on a compass and use these to describe places on a map.</p> <p>I can identify and label all of the world's continents and seas and most of the countries in Europe.</p> <p>I can identify six map symbols on an Ordnance Survey map.</p>	<p>I can identify three types of graphs used by geographers in fieldwork and am beginning to understand when each can be used appropriately.</p> <p>I can describe how maps, graphs, sketches and photographs can be interpreted and am beginning to use these accurately to retrieve data.</p>	<p>Human Geography</p> <p>I can describe what is meant by development by using the quality of life indicators as well as HDI and GNI by using case studies from lessons.</p> <p>I can define what is meant by rural and urban and describe the characteristics of each. I am beginning to compare and link rural areas to urban areas and beginning to suggest how this impacts the human population in each.</p>	<p>Physical Geography</p> <p>I can define erosion, weathering, transportation and deposition. I can also state the different types of erosion, weathering, transportation and deposition.</p>		Developing	<p>I can describe how human and physical geography are linked by using a case study from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I can describe a number of ways in which humans are impacting the environment by using case studies from lessons. I can also begin to describe some solutions to these impacts.</p> <p>I can describe what is meant by sustainable development by using the sustainability stool as a guide and begin to explain sustainable development by using a case study.</p>
<p>I can explain when to use the index and contents to find places in an atlas.</p> <p>I can explain what latitude and longitude are and can identify both on a map in an atlas.</p> <p>I can explain how a scale bar is used to calculate distance on a map.</p> <p>I can explain how contour lines are used on an Ordnance Survey map and use them accurately to measure relief.</p> <p>I can identify where north, south, east and west are on a compass and use these to explain where places are.</p> <p>I can identify and locate all of the world's continents and seas and most of the countries in Europe.</p> <p>I can identify six map symbols on an Ordnance Survey map.</p>	<p>I am able to write my own question for enquiry and am beginning to consider how fieldwork can be used to answer the question by writing a conclusion.</p> <p>I can identify three types of graphs used by geographers in fieldwork and understand when each can be used appropriately.</p> <p>I can explain how maps, graphs, sketches and photographs are interpreted, am able to accurately retrieve and describe data and beginning to be able to compare graphs to one another.</p>	<p>Human Geography</p> <p>I can compare different levels of development by using the quality of life indicators as well as HDI and GNI of different countries by naming countries (case studies) from lessons.</p> <p>I can compare and link rural areas to urban areas and can suggest how this impacts the human population by considering key ideas such as push and pull factors, employment structures and migration.</p>	<p>Physical Geography</p> <p>I can begin to explain erosion, weathering, transportation and deposition and can use these to explain the physical geography of rivers, coastlines and landscapes.</p>	Securing	<p>I can explain how human and physical geography are linked by using a case study from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>		<p>I can explain a number of ways in which humans are impacting the environment by using case studies from lessons. I can also describe potential solutions to these impacts.</p> <p>I can explain what is meant by sustainable development by using the sustainability stool as a guide and by using a case study.</p>	<p>I can explain that different cultures exist within the UK, England, East of England and in our school community. I can begin to explain the social and cultural differences in the UK (language, religion, ethnicity and migration patterns) and link this with globalisation.</p>
<p>I can explain when to use the index and contents to find places in an atlas.</p> <p>I am beginning to assess and evaluate the importance of latitude and longitude in geography.</p> <p>I can explain how a scale bar is used to calculate distance on a map and use this information in a written paragraph.</p> <p>I can explain how contour lines are used on an Ordnance Survey map and use them accurately to measure relief in a written paragraph.</p> <p>I can identify where north, south, east and west are on a compass and describe where places are in a written paragraph to describe where places are.</p> <p>I can identify the UK on a world map and label most of the countries within Europe and the world.</p> <p>I can identify 50 map symbols on an Ordnance Survey map.</p>	<p>I am able to write my own enquiry question and am beginning to consider how fieldwork can be used to answer the question by writing a conclusion. I am beginning to be able to evaluate the accuracy and reliability of my fieldwork.</p> <p>I can identify three types of graphs used by geographers in fieldwork and am beginning to understand when each can be used appropriately in my own fieldwork.</p> <p>I can explain how maps, graphs, sketches and photographs are interpreted, am able to accurately retrieve and describe data and consistently able to compare graphs to one another.</p>	<p>Human Geography</p> <p>I can regularly assess the reasons for different levels of development by using the quality of life indicators, as well as HDI and GNI of different countries by naming countries (case studies) from lessons.</p> <p>I am regularly assessing the characteristics of rural and urban areas by using key ideas such as push and pull factors, employment structures and migration.</p>	<p>Physical Geography</p> <p>I can begin to assess erosion, weathering, transportation and deposition and can use these to explain the physical geography of rivers, coastlines and landscapes.</p>		Advancing	<p>I am beginning to assess how human and physical geography are linked by using an example from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I am beginning to assess ways in which humans are impacting the environment by using case studies from lessons. I am beginning to assess potential solutions to these impacts by understanding that there is always a balance to be struck socially, economically and environmentally.</p> <p>I am beginning to assess sustainable development by using the sustainability stool and a case study in both a developed and developing country. I am able to do this in an extended paragraph by discussing the economic, environmental, social and local people legs in turn.</p>	<p>I can begin to assess the impacts of different cultures on the UK (socially and economically) and link this with globalisation.</p>
<p>I can consistently use the above geographical skills when using case studies from lessons when assessing and evaluating.</p>	<p>I am able to write my own enquiry question and am beginning to consider how fieldwork can be used to answer the question by writing a conclusion. I am beginning to be able to evaluate the accuracy and reliability of my fieldwork.</p> <p>I can identify three types of graphs used by geographers in fieldwork and am beginning to understand when each can be used appropriately in my own fieldwork.</p> <p>I can explain how maps, graphs, sketches and photographs are interpreted, am able to accurately retrieve and describe data and consistently able to compare graphs to one another.</p>	<p>Human Geography</p> <p>I can regularly assess the reasons for different levels of development by using the quality of life indicators, as well as HDI and GNI of different countries by naming countries (case studies) from lessons.</p> <p>I am regularly assessing the characteristics of rural and urban areas by using key ideas such as push and pull factors, employment structures and migration.</p>	<p>Physical Geography</p> <p>I regularly assess erosion, weathering, transportation and deposition by using these to explain the physical geography of rivers, coastlines and landscapes and by naming countries (case studies) from lessons.</p>	Mastering		<p>I can regularly assess how human and physical geography are linked by case studies from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I am regularly assessing ways in which humans are impacting the environment by using case studies from lessons. I am regularly assessing potential solutions to these impacts by understanding that there is always a balance to be struck socially, economically and environmentally.</p> <p>I am regularly assessing sustainable development by using the sustainability stool and a case study in both a developed and developing country. I am able to do this in an extended paragraph by discussing the economic, environmental, social and local people legs in turn.</p>	<p>I regularly assess the impacts of different cultures on the UK (socially and economically) and link this with globalisation.</p>