

Suggested Expectations for Year 8

| | Working Towards Expected Progress | Meeting Expected Progress | Exceeding Expected Progress |
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| Contextual knowledge of locations and places | Pupils begin to make links in their knowledge and understanding of physical and human environments and start to think more worldwide. Pupils can start to analyse the physical and human characteristics of these regions, and can use their own understanding of different locations. | Pupils can recall very basic information about the physical and human region studied and their specific environmental characteristics. They can appreciate that there are a range of scales, and this is exemplified by location detail. Key language is used more frequently. | Pupils can recall basic information about physical and human environments, and often limited to a few geographical scales. They show a basic level of knowledge of specific locations and use more subject specific geographical language. |
| Understanding of patterns, Processes and Environmental Change | Pupils can recognise that physical and human processes in these physical and human environments interlink and that this can create diversity which can help change them. Pupils begin to analyse geographical patterns at a variety of scales. Pupils understand that a variety of factors can influence the decisions taken about physical and human environments and with particular focus on more sustainable approaches to use and management. Pupils will start to understand that this use and management can have consequences and they can start to explain how these can result in change to the environment, and lead to possible conflict. | Pupils can understand simple geographical ideas about physical and human processes but are often not linked to a specific example. Pupils appreciate that processes can help develop geographical patterns which will have their own characteristics in terms of places and the environment. Pupils will understand the interrelations between physical and human environments and people, and that people are trying to manage these environments in a more sustainable way. Pupils will show a greater awareness that people have different views and attitudes towards management and use of physical and human environments. | Pupils can show some understanding of geographical ideas, but these are demonstrated simply. There is some recognition of the physical and human processes involved, and there is limited appreciation of the geographical patterns that result. Pupils recognise that people have different values and attitudes to changes of the physical and human environments, and that these will vary depending on how the landscape is being used and managed. |

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| <p>Competence in Geographical Enquiry</p> | <p>Pupils can start to simply plan their own sequence of investigations into relevant geographical questions about issues concerning differing physical and human environments. They begin to use a range of skills more accurately to help. Pupils can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached.</p> | <p>Pupils can conduct a geographical enquiry and collect data (primary and secondary) using appropriate techniques. They can then collate the information and present their findings using simplistic techniques e.g. bar graphs. Outcomes of the enquiry are simplistic with a limited range of key terminology used.</p> | <p>Pupils can conduct a geographical enquiry and can collect data (primary and secondary) using a wider range of appropriate techniques. They can then collate the information and present their findings using a range of simplistic techniques. Outcomes of the enquiry are simplistic with a range of key terminology used.</p> |
| <p>Application of Geographical Skills</p> | <p>Pupils can describe distributions of physical and human features at a range of different scales. Sketch maps will be completed with ease and more annotated will be attempted of a variety of key features. Pupils will have a working understanding of OS map skills and use 6 figure grid references. Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Pupils can recognise the link between photographs and OS maps. Pupils understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set.</p> | <p>Pupils can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends. Pupils can construct simplistic cross sectional diagrams, and label some of the physical and human features. A range of OS map skills will be used with confidence. Geo-spatial skills have improved and pupils can use GIS to interpret geographical patterns and recognise its importance as a means of presenting data. Pupils will have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data.</p> | <p>Pupils can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends. Pupils can construct more sophisticated cross sectional diagrams, and can label on some of the physical and human features. A wide range of OS map skills will be used with confidence. Pupils can use GIS to interpret geographical patterns using their geo-spatial skills and appreciate how GIS can be used to presenting geographical ideas and patterns. Pupils can use statistical and numerical skills with increasing ease, and attempt to include more sophisticated analysis techniques such as percentage increase or decrease when analysing data.</p> |

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