

## Geography Year 8: Life after levels

### **Skills**

In the context of the Year 8 topics, (Global Knowledge, Asia, Population, Coasts, Weather and Climate and Climate Change), students can:

- Use and apply key geographical vocabulary.
- Use cartographic skills to read and interpret a range of map types to include physical maps, O.S maps, choropleth maps and isoline maps.
- Draw and interpret a range of graphical techniques to include line graphs, population pyramids, pie charts, synoptic charts, climate graphs and The Demographic Transition Model.
- Classify material into categories e.g. social, economic, environmental and political.
- Assess (weigh up) the relative importance of social, economic, environmental and political factors and their impacts.
- Apply knowledge and understanding to a new situation or location.
- Develop critical thinking skills in relation to a range of topic with a particular focus on climate change and population.
- Compose a sophisticated response which incorporates balance, use of evidence and which reaches a judgement.
- Demonstrate good literacy skills and communicate information effectively.

### **Knowledge and understanding**

In the context of the Year 8 topics, (Global Knowledge, Asia, Population, Coasts, Weather and Climate and Climate Change), students can:

- Demonstrate detailed knowledge and understanding.
- Think like a geographer e.g. recognise links, compare and contrast, see the big picture.
- Support themes ideas and theories with examples and case studies.

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### Next Steps

<b>Developing</b>	
D1	To use atlas skills more accurately e.g. interpreting physical and human maps
D2	To produce more accurate line graphs and pie charts
D3	To classify factors according to type e.g. physical and human
D4	To develop balanced arguments which outline advantages and disadvantages.
D5	To recognise that there are differing viewpoints surrounding certain geographical issues.
D6	To develop geographical questioning skills based around who, what, where, when and why.
D7	To spell and use punctuation more accurately
D8	To support work with facts and examples from case studies.
<b>Secure</b>	
S1	To be confident in using and interpreting choropleth maps
S2	To be able to accurately construct and interpret a range of graphs to include population pyramids and climate graphs.
S3	To understand the links between physical and human factors.
S4	To develop balanced arguments which outline advantages and disadvantages using supporting evidence.
S5	To understand and be able explain differing viewpoints surrounding certain geographical issues.
S6	To ask appropriately focused, deep geographical questions that warrant a detailed response
S7	To use a variety of accurate methods of punctuation with few spelling errors.
S8	To support your work with detailed facts and examples from a range of case studies.
<b>Exceeding</b>	
E1	To use a wider range of more complex map skills e.g. isoline maps.
E2	To interpret information from more complex graphical techniques such as synoptic charts and The Demographic Transition Model.
E3	To be able to identify anomalies from graphs
E4	To be able to reach an informed judgement or conclusion based on an assessment or evaluation of a situation.
E5	To assess differing viewpoints which surround a geographical issue and reach valid conclusions.
E6	To develop a continual cycle of questioning
E7	To communicate ideas fluently and coherently using an academic style
E8	To carry out your own independent research and enquiry.