



Year 8 Geography

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
Locational Knowledge	<ul style="list-style-type: none"> - Describe the physical and human effects of volcanic eruptions and begin to explain their different impacts in HICs and LICs - Describe and compare the location of some earthquakes and volcanic activity and recognise that they coincide with the earth's 'active zones' - Describe and begin to explain the physical and human processes that contribute to the distinctive characteristics and world distribution of one or more biome, the global distribution patterns of population and an important resource, and understand the nature of interrelationships between them - Use a variety of scales to look at places (local, national, global) - Describe and explain patterns of weather and climate in a European-scale context - Describe and begin to explain how physical and human processes interact to produce distinctive characteristics of places which people may select to visit for holidays - Social, economic, environment connections 	<p>By the end of year 8, children will be able to extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p>
Place Knowledge	<ul style="list-style-type: none"> - Describe the reasons for the level of devastation of some earthquakes and how people try to minimise their effects - Study science in a variety of scales, appreciate the connections - Variation - Compare two selected countries and show how human and physical processes interact to produce their distinctive characteristics and how they may lead to changes - Appreciate the many links and relationships that make these countries dependent on others - Describe and begin to explain geographical patterns in two selected countries 	<p>By the end of year 8, children will be able to understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p>
Human and Physical Geography	<ul style="list-style-type: none"> - Describe the distribution patterns of earthquakes and volcanic activity and identify their link with the earth's 'active zones' - Begin to explain why people choose to live in these zones - Describe some of the effects of volcanic eruptions and compare and offer explanations as to why their impacts in HICs and LICs may be different - Sharing developments - Physical properties of matter - Geological activity caused by physical and chemical processes - Describe how physical and human processes create geographical patterns and may lead to changes in places and environments - Appreciate how resource issues can change places and the links and relationships that make places economically dependent on each other - Appreciate that different values and attitudes result in different approaches in managing environments sustainably and that these may have different effects on people and places - Social, economic, environmental connections - Sustainable development - Recognise some of the links between weather and climate and how they affect people's lives and work patterns 	<p>By the end of year 8, children will be able to understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to present; and glaciation. - human geography relating to: population and urbanisation; international development; economic activity; and the use of natural resources. <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> - suggest suitable geographical questions and use a range of geographical skills to help them investigate new topics - Use primary and secondary sources of evidence and communicate their findings using appropriate vocabulary - Present information appropriately, both graphically, verbally, and in writing - Understanding evidence - Communicating information - Independent enquiry - Real-life examples - Develop arguments - Suggest plausible conclusions and present their findings both graphically and in their writing - Analyse evidence - Collect and record information - Patterns in data - Fieldwork techniques - Present well-argued summaries of their investigations and begin to reach substantiated conclusions 	<p>By the end of year 8, children will be able to:</p> <ul style="list-style-type: none"> - build on their knowledge of globes, maps and atlases and develop this knowledge routinely in the classroom and in the field - interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs - use Geographical Information Systems (GIS) to view, analyse and interpret places and data - use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.