



SVC Geography Learning Pathway – Year 8



LP	Contextual world Knowledge	Geographical Understanding	Geographical procedures and skills
8-9	Students use their knowledge and understanding of the geography of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales.	They describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. They demonstrate understanding of the ways in which physical and human processes lead to diversity and change in places. They identify geographical patterns at a range of scales. They recognise how conflicting demands on the environment may arise and describe and compare sustainable and other approaches to managing environments. They appreciate that different values and attitudes including their own, result in different approaches to environmental interaction and change	Drawing on their knowledge and understanding, they suggest relevant geographical questions and issues and appropriate sequences of investigation. They select a range of skills and sources of evidence and use them effectively in their investigations. They identify potential bias in sources. They present their findings in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent with the evidence
6-7	Students show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework.	They demonstrate understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns. They understand some ways that human activities cause environments to change. They demonstrate an awareness of the idea of sustainable development and recognise the range of views people hold about environmental interaction and change.	Drawing on their knowledge and understanding, they begin to suggest relevant geographical questions. They select and use appropriate skills and ways of presenting information to help them investigate places and environments. They select information and sources of evidence in which they are beginning to identify bias. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.
4-5	Students show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and appreciate the importance of wider geographical location in understanding places.	They understand that physical and human processes can change the features of places and explain how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views.	Drawing on their knowledge and understanding, they suggest suitable geographical questions, and use a range of geographical skills to help them investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.
2-3	Students show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features.	They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments	They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.
0-1	Students show their knowledge, skills and understanding in studies at a local scale. They describe physical and human features of places, and recognise and make observations about those features that give places their character.	They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment.	They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.