

WLT Geography Skills Ladder (Year 8)



Grade	GAO1- World Locational and Place Knowledge	GAO2- Understanding of Patterns and Processes		GAO3- Geographical Enquiry	GAO4- Geographical fieldwork and skills
		Physical and Human processes	Environmental change and sustainability		
8.9	-Use a wider range of knowledge of locations in the UK and the wider world to describe characteristics of a place. -Explain and make clear links within and between knowledge of the geography of the UK and the wider world across a wide range of locations, contexts and scales.	-Explain clearly, with some analysis and evaluation, the physical and human characteristics of places in a range of locations, contexts and scales. -Explain clearly, with some analysis and evaluation the interactions within and between physical and human processes showing how these interactions create diversity, interdependence and help change places and environments. -Explain clearly using evidence, with some analysis and evaluation, reasons for contrast and change.	-Explain clearly with some analysis and evaluation, the causes and consequences of environmental change. -Explain clearly, with some analysis and evaluation, environmental change and the effect on economy, society and environment. -Explain clearly, with some analysis and evaluation, sustainable development strategies and the social, economic and environmental effects -Explain clearly, with some analysis and evaluation, the factors influencing sustainability and development. Begin to explain how the interaction between people and environments can result in changes. -Explain clearly and begin to evaluate, their views on environmental change, comparing to other stakeholders.	-Select and use sources of information and appropriate geographical skills/methods. -Explain sources of information in detail, with some analysis and evaluation, support arguments and reach conclusions that are supported by relevant evidence. -Use knowledge and understanding to suggest and respond to a wide range of relevant geographical questions/issues and appropriate sequences of investigation. -Use a wide range of appropriate geographical terms and vocabulary effectively.	-Select and use directed fieldwork techniques and skills competently with limited support (internet research, selecting appropriate material, identifying bias and recording findings). -Use evidence and statistical information to support their argument, discussion and idea(s). Showing some evaluation of findings
8.8 8.7	-Use a range of knowledge of locations the UK and the wider world to describe characteristics of a place. -Make appropriate links within and between knowledge of the geography of the UK and the wider world.	-Explain clearly and begin to evaluate, the physical and human features and processes of a range of places making reference to scale. -Explain clearly and begin to evaluate the interactions within and between physical and human processes. -Explain clearly and make reasoned comparisons of processes. Where relevant begin to evaluate the reasons for change.	-Explain and beginning to evaluate, the causes and consequences of environmental change. -Explain clearly environmental change and begin to evaluate the impact on economy, society and environment. -Explain clearly what is meant by sustainable development. Identify and begin to evaluate some sustainable strategies. -Explain clearly the factors influencing sustainability and development. Begin to evaluate their importance. -Explain clearly, their views on environmental change comparing to other stakeholders.	-Select and use sources of information/ observations and some appropriate geographical skills. -Describe sources of information clearly, support arguments and reach conclusions supported by the evidence. -Using knowledge and understanding to suggest and respond to a range of suitable geographical questions. -Use a range of appropriate geographical key terms and vocabulary.	-Use directed fieldwork techniques and skills with some competence and with limited support (internet research, selecting appropriate materials and recording findings). -Use a range of sources of information including a variety of maps graphs and images e.g. Google Earth, satellite images, population pyramids, choropleth maps, and living graphs, GIS, digital mapping. -Beginning to evaluate their findings.
8.6 8.5	-Use a limited range of knowledge of locations in the UK and the wider world to describe characteristics of a place. -Begin to make basic links with the wider world.	-Describe and explain the physical and human features and processes of a place. -Describe and begin to explain the interactions within and between physical and human processes. -Describe and make basic comparisons of processes, explaining reasons for change. -Begins to tentatively evaluate issues and concepts.	-Describe and explain environmental change and the impact on economy, society and environment. -Describe and explain what is meant by sustainable development. Identify different strategies. -Describe and explain different views on environmental change. -Begins to tentatively evaluate issues and concepts.	-Select and use basic sources of information/ observations and geographical skills. -Present basic arguments and reach basic conclusions. -Use knowledge and understanding to suggest and respond to limited geographical questions. -Begin to use appropriate geographical key terms and vocabulary.	-Use a range of simple fieldwork techniques and skills -with some support e.g. sketch maps, relief, contours, grid references, scale. -Use ICT and traditional methods at a basic level to present findings e.g. Internet, digital cameras, simple spreadsheets, video, whiteboard, audio
8.4 8.3	-Use simple knowledge of locations in the UK and the wider world.	-Identify and describe simple physical and human features and processes of a place. -Developing an understanding of places; how they compare and reasons for change.	-Describe and begin to explain environmental change. -Understand what is meant by sustainable development. -State different views on environmental change	-Use simplistic information/ resources provided and own observations to carry out simple tasks. -Use knowledge to ask and respond to geographical questions. -Begin to use some geographical key terms and vocabulary.	-Use simple fieldwork techniques and skills to undertake simple investigations (demonstrated and supported) e.g., ordnance survey maps, sketch maps, relief, contours, and grid references. -Present findings in basic ways.
8.2 8.1	-Recall and remember facts and use their knowledge to describe the location of places at a local and national scale.	-Recall and recognise physical and human features of place. -Uses basic knowledge to begin to express an understanding of the comparisons of place and change.	-Describe environmental change. -Beginning to understand through basic knowledge how people affect the environment. -Describe their own view on environmental change.	-Use information/ resources provided to carry out simple tasks. -Ask and respond to geographical questions. -Begin to use geographical vocabulary provided.	-Use geographical sources e.g. identifying types of maps, using pictograms, using an atlas, compass directions

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