

Year 7	Geographical Skills (Place, Space, Scale)	Fieldwork: Enquiry and Data	Physical and Human Processes (Physical and Human Geography)	Year 7	Thinking like a Geographer (Interdependence)	Environmentalism and Sustainability	Cultural Understanding and Diversity
Emerging	<p>I can use the index to identify places in an atlas.</p> <p>I can state what latitude is.</p> <p>I can identify a scale bar on a map.</p> <p>I can identify contour lines on an Ordnance Survey map.</p> <p>I can state where north, south, east and west are on a compass.</p> <p>I can identify the UK on a world map.</p> <p>I can identify two map symbols on an Ordnance Survey map.</p>	<p>I can state why geographers carry out fieldwork.</p> <p>I can identify a type of graph used by geographers in fieldwork.</p> <p>I am beginning to interpret maps, graphs, sketches and photographs.</p>	<p>Human Geography</p> <p>I can state that some countries are more developed than others by naming countries (case studies) from lessons.</p> <p>I can state the difference between rural and urban areas.</p> <p>Physical Geography</p> <p>I can state what is meant by erosion.</p>	Emerging	<p>I can state that human and physical geography are linked by using an case studies from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I can state a way in which humans are impacting the environment by using a case study from lessons.</p> <p>I can state what is meant by sustainable development by using the sustainability stool as a guide.</p>	<p>I can identify that a number of different cultures exist within the UK, England, East Grinstead and in our school community.</p>
	<p>I can use the index and contents to identify places in an atlas.</p> <p>I can define latitude and longitude.</p> <p>I can identify a scale bar on a map and occasionally use it accurately to calculate distance.</p> <p>I can identify contour lines are on an Ordnance Survey map and can occasionally use them accurately to measure height.</p> <p>I can identify where north, south, east and west are on a compass and sometime use these to describe place on a map.</p> <p>I can identify the UK on a world map and the continent of Europe.</p> <p>I can identify four map symbols on an Ordnance Survey map.</p>	<p>I can identify some questions or issues that could be investigated with fieldwork.</p> <p>I can identify two types of graphs used by geographers in fieldwork.</p> <p>I am beginning to describe how to interpret maps, graphs, sketches and photographs.</p>	<p>Human Geography</p> <p>I can define development and am beginning to describe how development can be measured by naming countries (case studies) from lessons.</p> <p>I can define what is meant by rural and urban and begin to describe the characteristics of each.</p> <p>Physical Geography</p> <p>I can define erosion, weathering, transportation and deposition.</p>		<p>I can state and am beginning to describe how human and physical geography are linked by using case studies from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I can state and begin to describe ways in which humans are impacting the environment by using case studies from lessons.</p> <p>I can state and begin to describe what is meant by sustainable development by using the sustainability stool as a guide.</p>	<p>I can identify and begin to describe the different cultures that exist within the UK, England, East Grinstead and in our school community.</p>
Developing	<p>I can describe when to use the index and contents to find places in an atlas.</p> <p>I can describe what latitude and longitude are and can state an example of each.</p> <p>I can identify a scale bar on a map and describe how it is used accurately to calculate distance.</p> <p>I can identify what contour lines are on an Ordnance Survey map and can describe how they are used to give height on a map.</p> <p>I can identify north, south, east and west are on a compass and use these to describe places on a map.</p> <p>I can identify and label all of the world's continents and seas and most of the countries in Europe.</p> <p>I can identify six map symbols on an Ordnance Survey map.</p>	<p>I can identify some questions or issues that could be investigated with fieldwork and am beginning to write my own questions for enquiry.</p> <p>I can identify three types of graphs used by geographers in fieldwork.</p> <p>I can describe how maps, graphs, sketches and photographs can be interpreted and am beginning to use these accurately to retrieve data.</p>	<p>Human Geography</p> <p>I can describe what is meant by development by using the quality of life indicators and by naming countries (case studies) from lessons.</p> <p>I can define what is meant by rural and urban and describe the characteristics of each. I am beginning to compare and link rural areas to urban areas and beginning to suggest how this impacts the human population in each.</p> <p>Physical Geography</p> <p>I can define erosion, weathering, transportation and deposition. I can also state the different types of erosion, weathering, transportation and deposition.</p>	Developing	<p>I can describe how human and physical geography are linked by using a case study from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I can describe a number of ways in which humans are impacting the environment by using case studies from lessons. I can also begin to describe some solutions to these impacts.</p> <p>I can describe what is meant by sustainable development by using the sustainability stool as a guide and begin to explain sustainable development by using a case study.</p>	<p>I can describe the different cultures that exist within the UK, England, East Grinstead and in our school community. I can begin to explain the social and cultural differences in the UK (language, religion, ethnicity and migration patterns).</p>
	<p>I can explain when to use the index and contents to find places in an atlas.</p> <p>I can explain what latitude and longitude are and can identify both on a map in an atlas.</p> <p>I can explain how a scale bar is used to calculate distance on a map.</p> <p>I can explain how contour lines are used on an Ordnance Survey map and use them accurately to measure relief.</p> <p>I can identify where north, south, east and west are on a compass and use these to explain where places are.</p> <p>I can identify and locate all of the world's continents and seas and most of the countries in Europe.</p> <p>I can identify six map symbols on an Ordnance Survey map.</p>	<p>I am able to write my own question for enquiry.</p> <p>I can identify three types of graphs used by geographers in fieldwork and am beginning to understand when each can be used appropriately.</p> <p>I am beginning to explain how maps, graphs, sketches and photographs are interpreted and able to use these accurately to retrieve and describe data.</p>	<p>Human Geography</p> <p>I can compare different levels of development by using the quality of life indicators as well as HDI and GNI by naming countries (case studies) from lessons.</p> <p>I can compare and link rural areas to urban areas and can suggest how this impacts the human population by considering key ideas such as push and pull factors, employment structures and migration.</p> <p>Physical Geography</p> <p>I can begin to explain erosion, weathering, transportation and deposition and can use these to explain the physical geography of rivers, coastlines and landscapes.</p>		<p>I can explain how human and physical geography are linked by using a case study from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I can explain a number of ways in which humans are impacting the environment by using case studies from lessons. I can also describe potential solutions to these impacts.</p> <p>I can explain what is meant by sustainable development by using the sustainability stool as a guide and by using a case study.</p>	<p>I can explain that different cultures exist within the UK, England, East Grinstead and in our school community. I can begin to explain the social and cultural differences in the UK (language, religion, ethnicity and migration patterns) and link this with globalisation.</p>
Advancing	<p>I can explain when to use the index and contents to find places in an atlas.</p> <p>I am beginning to assess and evaluate the importance of latitude and longitude in geography.</p> <p>I can explain how a scale bar is used to calculate distance on a map and use this information well in a written paragraph.</p> <p>I can explain how contour lines are used on an Ordnance Survey map and use them accurately to measure relief in a written paragraph.</p> <p>I can identify where north, south, east and west are on a compass and use these accurately in a written paragraphs to describe where places are.</p> <p>I can identify the UK on a world map and label most of the countries within Europe and the world.</p> <p>I can identify 10 map symbols on an Ordnance Survey map.</p>	<p>I am able to write my own question for enquiry and am beginning to consider how fieldwork can be used to answer the question by writing a conclusion.</p> <p>I can identify three types of graphs used by geographers in fieldwork and understand when each can be used appropriately.</p> <p>I can explain how maps, graphs, sketches and photographs are interpreted, am able to accurately retrieve and describe data and beginning to be able to compare graphs to one another.</p>	<p>Human Geography</p> <p>I am beginning to assess the reasons for different levels of development by using the quality of life indicators, as well as HDI and GNI of different countries by naming countries (case studies) from lessons.</p> <p>I am beginning to assess the characteristics of rural and urban areas by using key ideas such as push and pull factors, employment structures and migration.</p> <p>Physical Geography</p> <p>I can begin to assess erosion, weathering, transportation and deposition and can use these to explain the physical geography of rivers, coastlines and landscapes.</p>	Advancing	<p>I am beginning to assess how human and physical geography are linked by using an example from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I am beginning to assess ways in which humans are impacting the environment by using case studies from lessons. I am beginning to assess potential solutions to these impacts by understanding that these is always a balance to be struck socially, economically and environmentally.</p> <p>I am beginning to assess sustainable development by using the sustainability stool and a case study in both a developed and developing country. I am able to do this in an extended paragraph by discussing the economic, environmental, social and local people legs in turn.</p>	<p>I can begin to assess the impacts of different cultures on the UK (social and economically) and link this with globalisation.</p>
	<p>I can explain when to use the index and contents to find places in an atlas.</p> <p>I am beginning to assess and evaluate the importance of latitude and longitude in geography.</p> <p>I can explain how a scale bar is used to calculate distance on a map and use this information well in a written paragraph.</p> <p>I can explain how contour lines are used on an Ordnance Survey map and use them accurately to measure relief in a written paragraph.</p> <p>I can identify where north, south, east and west are on a compass and use these accurately in a written paragraphs to describe where places are.</p> <p>I can identify the UK on a world map and label most of the countries within Europe and the world.</p> <p>I can identify 10 map symbols on an Ordnance Survey map.</p>	<p>I am able to write my own question for enquiry and am beginning to consider how fieldwork can be used to answer the question by writing a conclusion.</p> <p>I can identify three types of graphs used by geographers in fieldwork and understand when each can be used appropriately.</p> <p>I can explain how maps, graphs, sketches and photographs are interpreted, am able to accurately retrieve and describe data and beginning to be able to compare graphs to one another.</p>	<p>Human Geography</p> <p>I am beginning to assess the reasons for different levels of development by using the quality of life indicators, as well as HDI and GNI of different countries by naming countries (case studies) from lessons.</p> <p>I am beginning to assess the characteristics of rural and urban areas by using key ideas such as push and pull factors, employment structures and migration.</p> <p>Physical Geography</p> <p>I can begin to assess erosion, weathering, transportation and deposition and can use these to explain the physical geography of rivers, coastlines and landscapes.</p>		<p>I am beginning to assess how human and physical geography are linked by using an example from lessons e.g. burning fossil fuels and climate change; human vulnerability to natural disasters.</p>	<p>I am beginning to assess ways in which humans are impacting the environment by using case studies from lessons. I am beginning to assess potential solutions to these impacts by understanding that these is always a balance to be struck socially, economically and environmentally.</p> <p>I am beginning to assess sustainable development by using the sustainability stool and a case study in both a developed and developing country. I am able to do this in an extended paragraph by discussing the economic, environmental, social and local people legs in turn.</p>	<p>I can begin to assess the impacts of different cultures on the UK (social and economically) and link this with globalisation.</p>