



Name: _____

Target Level: _____

Date: _____

Teacher: _____ Actual Level: _____

Class: _____

Key Concepts

Type of Study: place, issue, problem-based

Different parts of the world in a wider setting and context: To show aspects of changing geography, current issues, and place in the World today.

A balance of human and physical geography: physical geography, environmental processes, natural landscapes, human geography, human processes, Built and managed landscapes.

Key Concepts	Level 4	Level 5	Level 6	Level 7	Level 8	Exceptional Performance
Place Real places Geographical imagination What a place is like How places became like they are How places are subject to change	You show that you know about and understand about Gloucester in the UK. You point out and say what the natural and built things of Gloucester are like.	You show increasing depth You show more detailed knowledge about Gloucester in the UK. You say what the physical and human characteristics of Gloucester are like.	You use your knowledge and understanding of Gloucester in the UK. You describe and begin to analyse physical and human characteristics of Gloucester.	You make links in your knowledge and understanding of Gloucester and the UK. You analyse the physical and human characteristics of Gloucester	You use your knowledge and understanding of UK and World Geography. You explain changes in the characteristics of Gloucester over time.	You explain and predict change in the characteristics of Gloucester over time.
Scale Local - Gloucester National - UK Seeking links between scales			You use a range of scales.	You use a wide range of scales.	You have detailed knowledge of a wide range of scales.	



<p>Environmental Interaction Influences of people</p>	<p>You understand that people can both improve and damage the environment.</p>	<p>You understand some ways that human activities cause environments to change.</p>	<p>You recognise how conflicting demands on the environment may arise.</p>	<p>You understand how the interaction between people and environments can result in complex and unintended changes.</p> <p>You analyse different approaches to developing places and environments and explain the causes and consequences of environmental change.</p> <p>You assess the relative merits of different ways of tackling environmental issues and justify Your views about these different approaches.</p>	
<p>Changing physical and human processes</p> <p>Change</p>	<p>You understand that increased rainfall and building on flood plains can lead to flooding in Gloucester.</p> <p>You give reasons for how flooding affects the lives and activities of people living in Gloucester.</p>	<p>You describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of Gloucester -river processes, rainfall, industrial location, and residential building.</p>	<p>You describe and explain interactions within and between physical and human processes in Gloucester - rainfall, river discharge, location and the built environment.</p> <p>You show how planning developments to avoid flooding help change places and environments.</p> <p>You recognise that human actions, including your own, may have unintended environmental consequences and that change sometimes leads to conflict.</p>	<p>You analyse the interactions within and between the location, weather, rivers, and the built environment in Gloucester.</p>	<p>You explain complex interactions within and between the location, weather, rivers, and the built environment in Gloucester.</p> <p>You show how complex interactions between physical and human processes help change places and environments.</p>



Key Processes

Geographical enquiry: Closely structured, open-ended
Graphicacy and visual literacy: Use of atlas, maps, photographs, data and ICT
 Producing maps and plans at different scales

Key Processes	Level 4	Level 5	Level 6	Level 7	Level 8	Exceptional Performance
Enquiry Sequence of investigation	You use the plan given to you	You use the plan given to you	You suggest appropriate sequences of investigation by producing your own plan. You hand your work in on time.	With growing independence you establish Your own sequence of investigation by producing your own plan. You hand your work in on time.	You show independence in identifying and in using an effective sequence of investigation by producing your own plan. You hand your work in on time.	You draw selectively on geographical ideas and theories. You carry out geographical investigations independently at different scales and produce your own plan. You hand your work in on time.
	You use a range of geographical skills to help them investigate places and environments.	You select and use appropriate skills to help them investigate places and environments.	You select a range of skills and use them effectively in Your investigations.	You select and use accurately a wide range of skills.	You select a wide range of skills and use them effectively and accurately .	You use accurately a wide range of appropriate skills
Use of evidence Evaluation of sources	You use primary and secondary sources of evidence in Your investigations.	You select information and sources of evidence. You are beginning to identify bias.	You select a range of sources of evidence and use them effectively in Your investigations. You identify potential bias in sources.	You evaluate sources of evidence critically, detect and respond to bias.	You evaluate sources of evidence critically before using them in Your investigations.	You use accurately a wide range of sources of evidence. You evaluate sources of evidence critically .
Presentation		You select and use appropriate ways of presenting information to help them investigate places and environments.	You present Your findings in a logical way that makes sense using appropriate methods.	You present well-argued summaries of your investigations.	You present full and coherently argued summaries of your investigations.	You present coherent arguments .



Conclusions		You suggest plausible conclusions to your investigations.	You reach conclusions that are consistent with the evidence.	You begin to reach substantiated conclusions.	You reach substantiated conclusions.	You have effective, accurate and well-substantiated conclusions.
Geographical communication Vocabulary Style		You use appropriate vocabulary.		You use accurate geographical vocabulary.		
You present Your findings both graphically (a sketch map drawn to scale) and in writing.						

This work shows progress towards level _____. Your target level is now _____ .

To achieve this target level you need to now focus on:

Following your guidance sheet carefully and covering all that you need to.

Drawing more accurate sketch maps to scale.

Including your workings out.

Structure your work carefully with an introduction, middle section and conclusion.

Structure your writing carefully by using writing frames and using more geographical vocabulary.

Add more detail to your descriptions.

Develop your explanations by adding more detail.

Focus on how human and physical processes are linked.

Use a wider range of sources and consider how biased they are.

Teacher signature: _____

Date: _____