



Name: _____ Target Level: _____ Date: _____

Teacher: _____ Actual Level: _____ Class: _____

Key Concepts

Type of Study: thematic

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

A balance of human and physical geography: human geography, human processes.

Key Concepts	Level 4	Level 5	Level 6	Level 7	Level 8	Exceptional Performance
<p>Space Interaction between places</p> <p>Knowing where things are located and why You are there.</p> <p>Pattern changes</p>	<p>You begin to understand the importance of the location of places across the World.</p> <p>You have a map of World Wealth say what the pattern of wealth is like.</p>	<p>You use places within a wider locational and contextual framework - around the World.</p> <p>You have a map of World Wealth and you say what the pattern of wealth is like and begin to give reasons for them.</p>	<p>You use places in a range of locations across the World.</p> <p>You identify patterns of wealth across the world with a map and within countries.</p>	<p>You use a wide range of locations across the World.</p> <p>You identify and analyse patterns of wealth across the world and within countries. You have a map to show World Wealth.</p>	<p>You describe and analyse patterns of wealth across the world and within countries. You have a map to show World Wealth.</p>	<p>You have detailed knowledge of a wide range of locations across the World.</p> <p>You analyse the complex patterns of wealth between countries, within countries and within cities. You have a map to show World Wealth.</p>
<p>Interdependence Interconnectiveness Interrelationships</p>				<p>You show how human interactions of trade create interdependence.</p> <p>You appreciate that the environment in a place and the lives of the people who live there are affected by trade and politics in other places.</p>	<p>You show how human and physical interactions help change places and environments.</p>	<p>You show how complex human and physical interactions help change places and environments.</p>
<p>Changing human processes</p>	<p>You understand that people trade around the world and that this can change features of places.</p>	<p>You describe and explain different types of industry and trade and recognise that these processes interact to produce the distinctive characteristics of places.</p>	<p>You describe and explain interactions within and between sectors of industry, trade, interdependence and globalization.</p>	<p>You describe and explain interactions within and between sectors of industry, trade, interdependence and globalization.</p>	<p>You analyse the interactions within and between sectors of industry, trade, interdependence and globalization.</p>	<p>You explain complex interactions within and between sectors of industry, trade, interdependence and globalization.</p>

Levelling Grid for 'Who Wants to be a Billionaire?'



Change	You give reasons for how these changes affect the lives and activities of people living in places.	You show how human and physical interactions help change places and environments.	You show how complex interactions between physical and human processes help change places and environments.
		You recognise that human actions, including your own, may have unintended environmental consequences and that change sometimes leads to conflict.	

Key Processes

Geographical enquiry: structured

Fieldwork and out-of-class learning

Graphicacy and visual literacy: Use of atlas, globes, maps, photographs, satellite images, data and ICT Producing a world map, not to scale.

Key Processes	Level 4	Level 5	Level 6	Level 7	Level 8	Exceptional Performance
Enquiry Sequence of investigation	You use the assessment plan	You use the assessment plan	By completing the assessment plan for your lesson and homework time you suggest appropriate sequences of investigation. You hand your work in on time.	By producing your own plan for your lesson and homework time you With growing independence you establish your own sequence of investigation. You hand your work in on time.	You show independence in identifying and in using an effective sequence of investigation. You hand your work in on time.	You draw selectively on geographical ideas and theories. You carry out geographical investigations independently at different scales. You hand your work in on time.
	You use a range of geographical skills to help them investigate places.	You select and use appropriate skills to help them investigate places.	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
Questioning	You suggest suitable geographical questions.	You begin to suggest relevant geographical questions.	You suggest relevant geographical questions and issues.	With growing independence You identify geographical questions and issues.	You show independence in identifying appropriate geographical questions and issues.	
Use of evidence	You use primary and secondary sources of evidence in Your investigations.	You select information and sources of evidence.	You select a range of sources of evidence and use them effectively in Your investigations.		You use accurately a wide range of sources of evidence.	
Evaluation of sources		You are beginning to identify bias.	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 evaluate sources of evidence critically .

Levelling Grid for 'Who Wants to be a Billionaire?'



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 conclusions to your news report that make sense .	You reach conclusions that agree with the evidence	You begin to reach detailed and 'backed up' conclusions.	You reach detailed and 'backed up' conclusions.	You have effective, accurate and well-backed up conclusions.
Geographical communication Vocabulary Style		You use appropriate vocabulary.		You use accurate geographical vocabulary.		
		You present Your findings both graphically 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

Following the plan for the assessment.

Producing your own plan to complete the assessment.

Including photographs, drawings and maps into your work.

Structure your written 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.

Identify and describe patterns.

Understanding reasons for patterns.

Identifying interconnectiveness and reasons for it.

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

Teacher signature: _____

Date: _____