



Name: _____

Target Level: _____

Date: _____

Teacher: _____

Actual Level: _____

Class: _____

Key Concepts

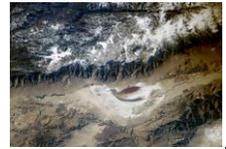
Type of Study: place, issue.

Different parts of the world in a wider setting and context: different environments, levels of economic development, of cultural, economic, political relevance to your life. 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 parts of The Himalayas. You point out and say what the natural and built things of Mount Everest are like.	You show increasing depth You show more detailed knowledge about parts of The Himalayas. You say what the physical and human characteristics of Mount Everest are like.	You use your knowledge and understanding of parts of The Himalayas. You describe and begin to analyse physical and human characteristics of Mount Everest and her surrounds.	You make links in your knowledge and understanding of UK and The Himalayas. You analyse the physical and human characteristics of Mount Everest and her surrounds.	You use your knowledge and understanding of UK the Himalayas. You explain changes in the characteristics of Mount Everest and her surrounds over time.	You explain and predict change in the characteristics of Mount Everest and her surrounds over time.
Interdependence Interconnectiveness Interrelationships					You show how human and physical interactions create interdependence.	
Environmental Interaction Influences of people	You understand that people can both improve and damage the environment.	You understand some ways that human activities cause environments to change.	You recognise how conflicting demands on the environment may arise from different groups of people wanting to use the land.	You understand how the interaction between people and environments can result in complex and unintended changes.		

Levelling Grid for Impossible Places



<p>Sustainable development and managing environmental issues.</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>Values and attitudes (Decision Making)</p>	<p>You offer reasons for what you think about environmental change.</p> <p>You recognise that other people may hold different views.</p>	<p>You recognize the range of views people hold about environmental interaction and change.</p>	<p>You describe sustainable to managing environments.</p>	<p>You understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes.</p>		<p>You understand how considerations of sustainable development can affect your own lives as well as the planning and management of environments and resources. You illustrate this with a full range of examples.</p>
				<p>You understand and describe a range of views about environmental interaction.</p>	<p>You understand alternative approaches to development and Your implications for the quality of life in different places.</p>	



Key Processes

Geographical enquiry: Closely structured

Graphicacy and visual literacy: Use of atlas, globes, maps, photographs, satellite images, data and ICT

Producing plan 'not to scale.'

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 Mount Everest.	You select and use appropriate skills to help them investigate Mount Everest.	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 for the Public Enquiry.	You begin to suggest relevant geographical questions for the Public Enquiry.	You suggest relevant geographical questions and issues for the Public Enquiry.	With growing independence You identify geographical questions and issues for the Public Enquiry	You show independence in identifying appropriate geographical questions and issues for the Public Enquiry.	
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 .



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 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.

Make sure that any map or plan that you draw follows the geographical conventions of having: a title, a north arrow, a scale, a key, colour and a border around the outside of it.

Make prompt cards for your speech. / Use only key words on your prompt cards for a speech.

Add more detail to your descriptions.

Develop your explanations by adding more detail.

Follow your plan more carefully. / Develop your own plan for your work.

Listen carefully to what others in your group have to say. / Make comments to your group that encourage others to respond to you.

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



Teacher signature: _____

Date: _____

<u>Citizenship Key Concepts</u>						
Key Concepts	Level 4	Level 5	Level 6	Level 7	Level 8	Exceptional Performance
Values and Attitudes	You identify different and opposing views and can explain your own opinion about what is fair and unfair in different situations.					
Diversity	You see that there are many diverse groups and communities around Mount Everest and use this to think about the communities you belong to.		You understand the complexity of identities and diversity in groups and communities, and give reasons for the impact of some of the changes in the global community.		<p>You use and apply your detailed knowledge of citizenship issues, problems and events to analyse how these affect groups and communities around Mount Everest.</p> <p>You have a detailed understanding of the key citizenship concepts of identities and diversity, including how these can change over time.</p>	
			You consider where there are inequalities and give reasons for how different kinds of rights need to be protected, supported and balanced.			
Interdependence			You identify the contributions of different cultures and communities to society and describe ways in which the UK is interconnected with the wider world.		You understand interdependence, and say, in detail , what kinds of interconnections between people in the UK, Europe and the wider world exist.	

Citizenship Key Processes



Enquiry	You set your own questions about issues and problems to find answers to and you look at how these relate to different people and communities.	You use different research methods and different sources of information to find out about a range of viewpoints. From these you draw some conclusions. You communicate your arguments clearly, giving reasons for your opinion and recognise the range of ideas involved.	You decide your own, appropriate research plan. You ask more open questions to find out about issues.	You look at your own assumptions and your own views because of what you have found out from your own research.	You carry out different types of research.	You research complex issues and choose to use appropriate methods.
Sources			You explore and interpret different sources of information and begin to assess these for validity and bias .	You use a range of research methods and sources of information with confidence .		You gather and evaluate the validity of a wide range of viewpoints and evidence,. These are summarised to produce clear conclusions.

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

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

Panning to make sure that you include everything.

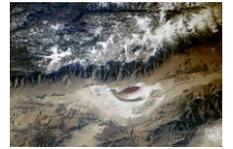
Consider the wide range of different groups of people in the UK and the World.

Ask more 'open' questions.

Consider different cultures and think about your own life - culture, beliefs, customs, traditions and values.

You a wider range of research methods - library, CD ROMs, the internet, questionnaires, interviews, samples.

Give detailed reasons for the impact of some of the changes in the global community due to different groups of people.



Use a wider variety of sources - class notes, texts, videos, web pages and interviews.

Evaluate your sources critically for bias and validity.

Teacher signature: _____

Give detailed reasons for how different kinds of rights need to be protected, supported and balanced.

Show that you understand in detail how individuals and groups are interconnected and interdependent upon one another across the World.

Date: _____