



Name: _____ Target Level: _____ Date: _____

Teacher: _____ Actual Level: _____ Class: _____

Key Concepts

Type of Study: place, region, thematic, issue, problem-based

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

A balance of human and 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 UK. You point out and say what the natural and built facilities of a place involved with the 2012 Olympic Games is like.	You show increasing depth . You show more detailed knowledge about parts of the UK Geography. You say what the physical and human characteristics of a place involved with the 2012 Olympic Games are like.	You use your knowledge and understanding of UK Geography. You describe and begin to analyse physical and human characteristics of a place involved with the 2012 Olympic Games is like.	You make links in your knowledge and understanding of UK Geography. You analyse the physical and human characteristics of a place involved in the 2012 Olympic Games.	You use your knowledge and understanding of UK Geography. You explain changes in the characteristics of a place involved with the 2012 Olympic over time.	You explain and predict changes in the characteristics of a place involved with the 2012 Olympic Games over time.
Environmental Interaction Influences of people	You understand that people can both improve and damage the environment whilst planning for the 2012 Olympics.	You understand some ways that human activities cause environments to change because of the 2012 Olympics.	You recognise how conflicting demands on the environment may arise because of the 2012 Olympics.	You understand how the interaction between people and environments can result in complex and unintended changes because of the 2012 Olympics.		

Levelling Grid for 2012 Olympic Games



<p>Sustainable development and managing environmental issues.</p>					<p>You analyse different approaches to developing places and environments and explain the possible causes and consequences of environmental change because of the 2012 Olympics.</p>	<p>You assess the relative merits of different ways of tackling environmental issues due to the 2012 Olympics and justify your views about these different approaches.</p>
<p>Changing physical and human processes</p> <p>Change</p>	<p>You understand that they way nature and people do things can change the features of places.</p> <p>You give reasons for how these changes affect the lives and activities of people living in places.</p>	<p>You show that you understand what the idea of sustainable development is about and how it can be used when preparing for the 2012 Olympics.</p>	<p>You describe and compare sustainable and other approaches to managing the 2012 Olympic environments.</p> <p>You describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places.</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 describe and explain interactions within and between physical and human processes.</p> <p>You show how human and physical interactions 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 physical and human processes.</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 explain complex interactions within and between physical and human processes.</p> <p>You show how complex interactions between physical and human processes help change places and environments.</p>



Key Processes

Geographical enquiry: Closely, structured

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

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	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 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.

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.

Use the vocabulary list given to you to help plan what you need to write about.

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

Teacher signature: _____

Date: _____