

Levelling Grid for Fantastic Places



Name: _____ Target Level: _____

Date: _____

Teacher: _____ Actual Level: _____

Class: _____

Key Concepts

Type of Study: place, thematic.

Different parts of the world in a wider setting and context: To show places 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
<p>Place Real places</p> <p>What a place is like How places became like they are</p> <p>How places are subject to change</p>	<p>You show that you know about and understand parts of the UK and World Geography.</p> <p>You point out and say what the natural and built things of places are like.</p>	<p>You show more detailed knowledge about parts of the UK and World Geography.</p> <p>You say what the physical and human characteristics of places are like.</p>	<p>You use your knowledge and understanding of UK and World Geography.</p> <p>You say what the physical and human characteristics of places are like in detail and begin to analyse the. For example by their age, size, how they are made, and building materials.</p>	<p>You make links in your knowledge and understanding of UK and World Geography.</p> <p>You analyse the physical and human characteristics of places. For example by their age, size, how they are made, and building materials.</p>	<p>You use your knowledge and understanding of UK and World Geography.</p> <p>You explain how the places change over time.</p>	<p>You explain and predict change in the characteristics of places over time.</p>
<p>Environmental Interaction Influences of people</p> <p>Sustainable development and managing environmental issues.</p>	<p>You show that you understand people can both improve and damage the environment.</p>	<p>You understand some ways that human activities cause environments to change.</p> <p>You show that you understand what the idea of sustainable development is about. You produce a suitable 'Code of Respect.'</p>	<p>You recognise that different people want to use your places differently and that this causes conflicting demands on the environment.</p> <p>You describe and compare sustainable and other approaches to managing environments.</p>	<p>You understand how the interaction between people and environments can result in complex and unintended changes.</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>	



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<p>Changing physical and human processes</p>	<p>You understand that they way nature and people do things can change the features of places.</p>		<p>You say what the places are like in detail and give reasons for physical and human processes and recognise that these processes interact to produce the distinctive characteristics of your places.</p>	<p>You describe and explain interactions within and between physical and human processes.</p>	<p>You analyse the interactions within and between physical and human processes.</p>	<p>You explain complex interactions within and between physical and human processes.</p>
<p>Diversity Appreciating differences and similarities between people, places, environments and cultures and the contribution that these make to the dynamic functions of societies and economies.</p>		<p>You demonstrate understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there.</p>	<p>You demonstrate understanding of the ways in which physical and human processes lead to diversity and change in places.</p>	<p>You show how human and physical interactions create diversity.</p>		

Key Processes

Geographical enquiry: structured
Fieldwork and out-of-class learning: none
Graphicacy and visual literacy: Use of maps, photographs,

Key Processes	Level 4	Level 5	Level 6	Level 7	Level 8	Exceptional Performance
<p>Enquiry Sequence of investigation</p>			<p>You suggest appropriate sequences of investigation.</p> <p>You hand your work in on time.</p>	<p>With growing independence you establish Your own sequence of investigation.</p> <p>You hand your work in on time.</p>	<p>You show independence in identifying and in using an effective sequence of investigation.</p> <p>You hand your work in on time.</p>	<p>You draw selectively on geographical ideas and theories.</p> <p>You carry out geographical investigations independently at different scales.</p> <p>You hand your work in on time.</p>
<p>Use of evidence</p>	<p>You use primary and secondary sources of evidence in your investigations.</p>	<p>You select information and sources of evidence.</p>	<p>You select a range of sources of evidence and use them effectively in Your investigations.</p>			<p>You use accurately a wide range of sources of evidence.</p>



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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 for doing your poster to make it informative and eye-catching.	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.

Include photographs, drawings and maps into your work.

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 there are similarities and differences in physical processes.

Focus on how there are similarities and differences in human processes.

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

Teacher signature: _____

Date: _____