| | Royal Geographical Society with IBG |
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Levelling Grid for Adventure Landscapes in the UK



| Name: | Target Level: | Date: |
|----------|---------------|--------|
| Teacher: | Actual Level | Class: |

| | | | Key Concepts | | | |
|--|---|--|--|---|--|--|
| Type of Study: place, thema Different parts of the world A balance of human and phy: | d in a wider setting and cont | | | an geography, human processe | es, and managed landscapes. | |
| Key Concepts | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | Exceptional Performance |
| Place Real places | You show that you know about and understand parts of the UK and World Geography. | You show more detailed knowledge about parts of the UK and World Geography. | You use your knowledge and understanding of UK and World Geography. | You make links in your knowledge and understanding of UK and World Geography. | | nd understanding of UK and eography. |
| What a place is like How places became like they are | You point out and say what the natural things of places are like. | You say what the physical characteristics of places are like. | You say what the physical characteristics of places are like in detail and begin to analyse the. For example by their rock type, age, size, how they are made. | | haracteristics of places. For age, size, how they are made | |
| How places are subject to change | | | ure mude. | | You explain how the places change over time. | You explain and predict change in the characteristics of places over time. |
| Environmental Interaction Influences of people | You show that you understand people can both improve and damage the environment. | You understand some ways that human activities cause environments to change. | You recognise that different people want to use your places differently and that this causes conflicting demands on the environment. | | You understand how the interaction between people and environments can result in complex and unintended changes. | |
| Sustainable development and managing environmental ssues. | | You show that you understand what the idea of sustainable development is about. You produce a suitable 'Code of Conduct.' | You describe and compare sustainable and other approaches to managing environments. | You understand that many the decisions made about sustain approaches to developing pluse this understanding to e standing to e e standing to e standing to e standing to e standing to e e to e t | inable and other aces and environments, and | 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 |

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| Changing physical and | You understand that they way nature and people do | You say what the places | You describe and explain | You analyse the | You explain complex |
|-----------------------|--|------------------------------------|--------------------------|-------------------------|-------------------------|
| human processes | things can change the features of places. | are like in detail and give | interactions within and | interactions within and | interactions within and |
| | | reasons for physical and | between physical and | between physical and | between physical and |
| | | human processes and | human processes. | human processes. | human processes. |
| | | recognise that these | | | |
| | | processes interact to | | | |
| | | produce the distinctive | | | |
| | | characteristics of your | | | |
| | | places. | | | |

| | | | Key Processes | | | |
|--------------------------------------|--|---|--|---|---|--|
| Geographical enquiry: struc | tured | | | | | |
| Fieldwork and out-of-class | learning: none | | | | | |
| Graphicacy and visual litera | acy: Use of Ordnance Survey | maps, photographs, | | | | |
| Key Processes | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | Exceptional Performance |
| Enquiry Sequence of investigation | | | | | | You draw selectively on geographical ideas and theories. |
| | | | You suggest appropriate sequences of investigation. You hand your work in on time. | 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 carry out geographical investigations independently at different scales. You hand your work in on time. |
| | You use a range of geographical skills to help investigate places and environments. | You select and use appropriate skills to help yourself 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 s elec t 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 for doing your booklet 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. |



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| | I M | Iv | I | I.v | |
|---------------------------------|--------------------------------------|-------------------------------------|-------------------------------|-----------------------------|--|
| Conclusions | You suggest conclusions | You reach conclusions | You begin to reach | You reach detailed and | You have effective, |
| | to your news report that make sense. | that agree with the evidence | detailed and 'backed up' | 'backed up' conclusions. | accurate and well- backed up conclusion |
| | make sense. | evidence | conclusions. | | backed up conclusion |
| Geographical communication | You use appropriate vocabular | γ. | You us | e accurate geographical voc | abulary. |
| /ocabulary | | | | | |
| Style | | You present \ | our findings both graphically | and in writing. | |
| To achieve this target level yo | ou need to now focus on: | | | | |
| Following your guidance | sheet carefully and covering | all that you need t | 0. | | |
| Include photographs, dr | rawings and maps into your w | ork. | | | |
| Structure your work ca | refully with an introduction, | middle section and | conclusion. | | |
| Structure your writing | carefully by using writing fro | ames and using more | e geographical vocab | oulary. | |
| Add more detail to your | r descriptions. | | | | |

Date:

Develop your explanations by adding more detail.

Teacher signature: _____

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.