



Name: _____ Target Level: _____

Date: _____

Teacher: _____ Actual Level: _____

Class: _____

Key Concepts

Type of Study: place, and region. Bangalore in Karnatate State in Southern India and Dharavi slum in Mumbai in India.

Different parts of the world in a wider setting and context: different levels of economic development, of cultural, economic, political relevance to You lives. 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 India's Geography. You point out and say what the natural and built things of India are like.	You show increasing depth You show more detailed knowledge about parts of India and World Geography. You say what the physical and human characteristics of India are like.	You use your knowledge and understanding of India's Geography and World Geography. You describe and begin to analyse physical and human characteristics of India.	You make links in your knowledge and understanding of India's Geography and World Geography. You analyse the physical and human characteristics of India.	You use your knowledge and understanding of India's Geography and World Geography. You explain changes in the characteristics of places in India over time.	You explain and predict change in the characteristics of places in India over time.
Scale Local Scale - slums, cities Regions - States International -India Global - Links Seeking links between scales			You use a range of scales from the slum areas, the city areas, India as a whole, international links.	You use a wide range of scales - the slum areas, the city areas, India as a whole, international links.	You have detailed knowledge of a wide range of scales - the slum areas, the city areas, India as a whole, international links.	
Interdependence Interconnectiveness Interrelationships				You show how India is interdependent through tectonic processes, climatic features, trade and religious beliefs.		

Levelling Grid for New India



				<p>You appreciate that India's environment and the lives of the people who live there are affected by actions and events in other places through climatic features, tectonic processes, trade, technology, medical care, religion, and culture.</p>	<p>You show how human and physical interactions help change places and environments. For example climatic features, tectonic activity, trade, technology, medical care, religion, culture, improving slums and recycling.</p>	<p>You show how complex human and physical interactions help change places and environments by considering the influences of and links between climatic features, tectonic activity, trade, technology, medical care, religion, culture, improving slums and recycling.</p>
						<p>You understand alternative approaches to development and implications for the quality of life in different places.</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 describe in detail how India has a variety of physical features which leads to places being both similar and different. You need to show how these features affect the people living there. You describe in detail how India has a variety of human features which leads to places being both similar and different. You need to show how these human features affect the people living 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**

Graphicacy and visual literacy: Use of atlas, globes, maps, photographs, satellite images, data and ICT. Producing maps and plans at different scales

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 an appropriate plan of things to do in time order. You and your work in on time.	With growing independence you establish your own plan of things to do in time order. You hand your work in on time.	You show independence in identifying and in using an effective plan with things done in the correct order. 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 and environments.	You select and use appropriate skills to help you 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 news report.	You evaluate sources of evidence critically before using them in your news report.
Presentation		You select and use appropriate ways of presenting information to help you 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 in writing with images.

This work shows progress towards level _____ in Geography. Your Geography 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

Add more detail to your descriptions.

Following the plan for the assessment.

Develop your explanations by adding more detail.

Producing your own plan to complete the assessment.

Identify and describe patterns.

Including photographs, drawings and maps into your work.

Understanding reasons for patterns.

Structure your written work carefully with an introduction, middle section and conclusion.

Identifying interconnectiveness and reasons for it.

Structure your writing carefully by using writing frames and using more geographical vocabulary.

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

Teacher signature: _____

Date: _____



Citizenship Key Concepts

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 in India 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 in India.</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 take an overview of the key citizenship concepts of, identities and diversity and make sophisticated observations relating to the connections between them.
			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.

Ask more 'open' questions.

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

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.

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

Evaluate you're your sources critically for bias and validity.

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

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