





# Geographical Enquiry

**Geography Progress Map**– The Geography Progress Map helps me understand what I need to do in each strand in order to improve.

*Please note – You will not necessarily be tested on all strands and sections every assessment.*

Strand	Criteria	What does this strand include?	Section	E1	E2	E3	1	2	3	4	5	6	7	8	9
Geographical Enquiry (GE)	Spg Graphs and evidence (use and creation). Data collection, research and fieldwork.	<ul style="list-style-type: none"> <li>Spg</li> <li>Graphs</li> <li>Fieldwork Technique</li> <li>Enquiry questions (in lesson).</li> <li>Data collection (e.g. primary and secondary).</li> <li>Hypotheses</li> <li>Methods</li> <li>Positives and negatives of graphs/ techniques.</li> <li>Research methods (e.g. newspapers and the internet).</li> <li>Evidence</li> </ul>	SPG	a. Use capital letters and full stops. b. At the higher level will use these for countries also.	c. I can use capital letters for countries and continents. d. Write in full sentences.	e. I can use some Geographical vocabulary but not always in the right context. There may be some Spelling errors at L3.	f. Most key words spelt correctly (all at the higher end). g. Beginning to use paragraphs accurately and other grammatical rules.	h. Very few SPG errors (none at the higher end). i. Beginning to use a wider variety of vocabulary and sophisticated punctuation and grammar.	j. No SPG errors and a wide variety of SPG accuracy with use of lots of keywords.						
			Graphs and Evidence	k. Name simple graphs and identify highest and lowest values.	l. I can draw graphs and identify features. m. I may start to notice trends (patterns) in graphs). At the higher level will start to make conclusions.	n. I can start to annotate findings and make valid conclusions.	o. I can use simple data from a range of graphs. Begun to interpret at L6. May begin to use their own knowledge to support their findings.	p. I can extract and begin to manipulate data from a graph. e.g., turn data into a percentage. q. May begin to use place specific knowledge to support findings.	r. Excellent and accurate place specific knowledge to support their data. Rich interpretation of graphs.						
			Data and research	s. Read short pieces of information and extract basic points. t. Complete basic fieldwork and summarise outcomes.	u. Can do basic fieldwork techniques and undertake some secondary research.	v. Can use books and the internet to find lots of research. w. Understand how to test hypotheses. x. At the higher end I will be able to use more complex sources (cartoons, harder graphs etc.).	y. Use information from a range of sources and make basic to valid conclusions.	z. I can evaluate a wide variety of primary and secondary resources. aa. I fully explain conclusions with some place specific knowledge. bb. At L8 I can plan, execute and explain outcomes of an investigation.	cc. I have excellent use of appropriate sources to explain and evaluate an issue. dd. I can plan, execute and fully explain (with detailed use of data) the outcomes of an investigation.						



# Map Skills



Strand	<b>Geography Progress Map</b> – The Geography Progress Map helps me understand what I need to do in each strand in order to improve.													
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Criteria	What does this strand include?	Section	E1	E2	E3	1	2	3	4	5	6	7	8	9

Map Skills (S)	<ul style="list-style-type: none"> <li>Different map types – e.g. choropleth maps, world maps, road maps etc.</li> <li>Draw and annotate sketch maps</li> <li>OS Symbols</li> <li>4 and 6 figure grid references</li> <li>Scale</li> <li>Contours</li> <li>Using photos (e.g. aerial photos)</li> <li>Use and interpret different types of maps (e.g. sketch maps, road maps, OS maps).</li> <li>Use maps to make decisions and come to valid conclusions.</li> </ul>	Map Skills	<p><b>a.</b> I have limited map skills but can begin to use some with basic accuracy.</p> <p><b>b.</b> I can consistently use 1-3 map skills with limited accuracy.</p> <p><b>c.</b> I can consistently use 3-5 map skills with limited accuracy.</p> <p><b>d.</b> I can use 4-5 map skills with limited to accurate use.</p> <p><b>e.</b> I can begin to use more difficult map skills like 6 figure grid references and scale and distance.</p> <p><b>f.</b> I have good to high accuracy in using map evidence to help inform Decision Making Exercises (DME) and can use map evidence to justify opinions.</p> <p><b>g.</b> I can use a wide variety of maps skills. I use accurate map evidence to inform Decision Making Exercises (DME) and consider other point of views.</p>
		Map symbols and sources	<p><b>h.</b> I can identify map symbols and may be able to make links between simple sources.</p> <p><b>i.</b> I can use simple sources such as photos.</p> <p><b>j.</b> I can identify features from simple sources (e.g. sketch map. Photographs etc.)</p> <p><b>k.</b> I can describe information from a range of sources.</p> <p><b>l.</b> I can fully describe and begin to interpret information from a wide range of sources.</p> <p><b>m.</b> I can interpret information from a wide range of sources.</p> <p><b>n.</b> I may also begin to evaluate source validity.</p> <p><b>o.</b> I can interpret information from a wide range of sources and fully evaluate source validity.</p>
		Decision Making Exercises	<p><b>p.</b> I can identify basic parts of a map to help make brief outcomes.</p> <p><b>q.</b> I may use the key (2-3 features) of a map to inform decision making exercises</p> <p><b>r.</b> I can use key (2-3 features) parts of a map to inform decision making exercises (DME) as well as 1 other subtle feature (e.g. a contour line) to add further understanding.</p> <p><b>s.</b> At the higher level I may be able to consider at least one other viewpoint than my own.</p> <p><b>t.</b> I use key features and can use 2 or more viewpoints to support my understanding.</p> <p><b>u.</b> I have begun to make reference to any support material also given.</p> <p><b>v.</b> I can use 4 features of a map and various viewpoints to support my understanding. I have made reference to at least one piece of support material.</p> <p><b>w.</b> At the higher end I may also have begun to consider bias of sources (if applicable) through detailed use of support material given (2 or more pieces of information).</p> <p><b>x.</b> I can use a wide variety of features (5 or more) on a map to help inform decision making exercises as well as using 3 or more pieces of information from any support material given.</p> <p><b>y.</b> I can fully use a map and all of its given features and support material to accurately inform decision making exercises by considering all given points of view.</p>
<p>Map skills</p> <p>Map symbols and sources.</p> <p>Decision making exercises.</p>			



# Place, Issues and Change



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Places, Issues and Change (PIC)	<ul style="list-style-type: none"> <li>Location</li> <li>Place specific evidence</li> <li>What places are like</li> <li>Physical and human Geography</li> <li>Environmental Change</li> <li>Opinions on a place.</li> <li>Compare places.</li> <li>Links between physical and human Geography.</li> <li>How places interact on different scales (e.g. local, national and global).</li> <li>Values and attitudes.</li> <li>Quality of life.</li> <li>Global issues (e.g. global warming, population etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and location</li> <li>Global issues, values and attitudes.</li> <li>Interaction, Analysis and justification.</li> </ul>	Knowledge and location	<p><b>a.</b> Little to some basic general knowledge shown.</p> <p><b>b.</b> Conclusions may be unreasonable but more understanding shown at the higher level.</p>			<p><b>c.</b> I show some basic knowledge but may use some of my own knowledge which may refer to a named area.</p>		<p><b>d.</b> I can understand what a place is like (but there may be some inaccuracy).</p> <p><b>e.</b> I can reach reasonable outcomes. I may have some actual facts about the place for a L4.</p>		<p><b>f.</b> I know what places are like with some actual facts about the place (more so at the higher end).</p> <p><b>g.</b> I can use sources to make reasonable to good conclusions.</p>		<p><b>h.</b> I have good use of place specific evidence for 1-2 examples. I can use material given to suggest good outcomes.</p> <p><b>i.</b> At the higher end I use place specific knowledge where possible and can make fully conclusive outcomes based on material given.</p>		<p><b>j.</b> I have excellent knowledge shown of varied locations with place specific evidence throughout where possible.</p> <p><b>k.</b> I am able to make fully conclusive outcomes based on material given and include own relevant additional knowledge.</p>
			Global issues, values and attitudes.	<p><b>l.</b> I show limited to basic understanding of an issue.</p> <p><b>m.</b> I can recognise some basic similarities and differences with people across the world.</p>		<p><b>n.</b> I can show understanding of an issue within a specific place (e.g. a country and recognise what makes a place similar or different)</p> <p><b>o.</b> I may begin to offer some basic explanations.</p>		<p><b>p.</b> I can recognise issues within a place and explain why people are similar and different from at least one other perspective than my own.</p> <p><b>q.</b> I may have begun to use some place specific knowledge.</p>		<p><b>r.</b> I show use of own knowledge to support understanding of multiple issues. There may be some inaccuracies though.</p> <p><b>s.</b> I recognise different values and attitudes of people around the world within at least one place.</p> <p><b>t.</b> I may begin to show how issues can be interlinked between places.</p>		<p><b>u.</b> I have good to very good understanding of multiple global issues and some of the driving factors of these.</p> <p><b>v.</b> I show place specific knowledge in my work and can identify values and attitudes and why they may change over time.</p>		<p><b>w.</b> I have excellent understanding of global issues and how they may interlink by analysing them in detail (e.g. how an issue may affect the future).</p> <p><b>x.</b> I can clearly identify cultural traits and personal characteristics (e.g. empathy) as well as how values and attitudes in a place may change.</p>	
			Interaction, Analysis and justification.	<p><b>y.</b> I can describe basic geographical concepts and show basic, little or vague justification for my ideas.</p>		<p><b>z.</b> I can describe geographical concepts and may be able to give some justification to my answers.</p>		<p><b>aa.</b> I can fully describe and begin to explain answers. Some clear justification in parts.</p> <p><b>bb.</b> I may begin to explain my thoughts and ideas.</p>		<p><b>cc.</b> I can fully describe and begin to explain answers. I show some clear justification in parts.</p> <p><b>dd.</b> At the higher end I may be able to make brief linkages between ideas/ concepts.</p>		<p><b>ee.</b> I can explain and analyse answers.</p> <p><b>ff.</b> I show evidence of very good justification and make good to highly accurate linkages between ideas/ concepts.</p>		<p><b>gg.</b> I show clear ability to fully analyse and synthesise geographical ideas and concepts.</p> <p><b>hh.</b> I use excellent justification of answers where possible and make highly accurate linkages between challenging concepts and issues.</p>	

Knowledge and location  
Global issues, values and attitudes.  
Interaction, Analysis and justification.