NC Geography Unit 1

Level 1 Unit 1 - Geography

1. The learner will show knowledge, skills and understanding of some physical and human features of their locality.

1.1 I can express my views on features of my local environment or a locality [1]

1.2 I can ask and respond to questions about my local environment using resources that are given to me [2]

1.3 I can ask and respond to questions about my local environment using my own observations [3]

Level 2 Unit 1 - Geography

1. The learner will show knowledge, skills and understanding by describing some of the key characteristics of their local environment.

1.1 I can describe physical and human features of familiar places [5]

1.2 I can identify features that give places their character [6]

1.3 I can identify places beyond my own locality [7]

1.4 I can express views on my local environment [8]

1.5 I can identify how people affect the environment [9]

1.6 I can carry out simple tasks and select information using resources that are given to me [10]

1.7 I can ask questions about places and environments using information given to me and my own observations [11]

1.8 I can use some appropriate geographical words [12]

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Level 3 Unit 1 - Geography

1. The learner will show knowledge, skills and understanding by describing and comparing physical and human features of different localities.

1.1 I can describe the physical and human features of two or more localities [14]

1.2 I can compare the physical and human features of two or more localities [15]

1.3 I can offer explanations for the locations of some of the features of localities [16]

1.4 I can identify similar characteristics in different places [17]

1.5 I can identify different characteristics in different places [18]

1.6 I can offer reasons for some of my observations and opinions about places and environments [19]

1.7 I can identify ways in which people try to improve and sustain environments [20]

1.8 I can answer a range of geographical questions using skills and sources of evidence provide to me [21]

1.9 I can use appropriate vocabulary to communicate my findings [22]

Level 4 Unit 1 - Geography

1. The learner will show knowledge and understanding of aspects of the geography of the UK and the wider world.

1.1 I can describe the physical and human features of places including the importance of wider geographical location in understanding places [24]

1.2 I can explain how physical and human processes can change the features of places [25]

1.3 I can explain how changes in features of places affect the lives and activities of people living there [26]

1.4 I can describe simple geographical patterns [27]

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1.5 I can explain why people can both improve and damage the environment [28]

1.6 I can offer reasons for my views about environmental change and recognise that other people may hold different views [29]

1.7 I can pose suitable geographic questions based on what I have learnt [30]

1.8 I can investigate places and environments using a range of geographical skills to help [31]

1.9 I can communicate my findings from primary and secondary sources of evidence, using appropriate vocabulary, when carrying out geographical investigations [32]

Level 5 Unit 1 - Geography

1. The learner will show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world, presenting the results of their investigations clearly.

1.1 I can describe physical and human characteristics of places within a wider locational and contextual framework [34]

1.2 I can explain geographical diversity, 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 [35]

1.3 I can describe and in some cases explain geographical patterns [36]

1.4 I can explain some ways that human activities cause environments to change [37]

1.5 I can identify sustainable development as an important concept for life on Earth [38]

1.6 I can recognise the range of views people hold about human impact and environmental change [39]

1.7 I can suggest relevant geographical questions based on what I have learnt [40]

1.8 I can investigate places and environments by using appropriate skills and ways of presenting information [41]

1.9 I can identify bias in sources of evidence and general information [42]

1.10 I can suggest plausible conclusions to my investigations [43]

1.11 I can support the presentation of my findings using appropriate vocabulary and graphical illustration [44]

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Level 6 Unit 1 - Geography

1. The learner will use their knowledge and understanding of the geography of the UK and the wider world to describe and in some instances analyse, physical and human characteristics of places in a range of locations, contexts and scales.

1.1 I can describe and explain physical and human processes [46]

1.2 I can recognise that human and physical processes interact to produce the distinctive characteristics of places [47]

1.3 I can describe ways in which physical and human processes lead to diversity and change in places [48]

1.4 I can identify geographical patterns at a range of scales [49]

1.5 I can explain how conflicting demands on the environment may arise [50]

1.6 I can describe and compare sustainable and unsustainable approaches to managing environments [51]

1.7 I can appreciate that different values and attitudes, including my own, result in different approaches to environmental interaction and change [52]

1.8 I can plan a geographical investigation by posing questions and sequencing actions [53]

1.9 I can use a range of skills and sources of evidence effectively in my investigations [54]

1.10 I can identify potential bias in sources [55]

1.11 I can present my findings in a coherent way using appropriate methods and vocabulary [56]

1.12 I can reach conclusions that are consistent with the evidence [57]

Level 7 Unit 1 - Geography

1. The learner will analyse the physical and human characteristics

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of places using their knowledge and understanding of the geography of the UK and the wider world.

1.1 I can establish links between the physical and human characteristics of places [59]

1.2 I know a wide range of locations, contexts and scales [60]

1.3 I can describe and explain how human and physical interactions create diversity and interdependence and help change places and environments [61]

1.4 I can identify and analyse geographical patterns that result from human and physical interactions at a range of scales [62]

1.5 I can explain how many factors influence the decisions made about environmental sustainability [63]

1.6 I can explain changes that take place as a result of decisions made in relation to the environment [64]

1.7 I can appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places [65]

1.8 I can identify human actions, including my own, that have unintended environmental consequences and that change sometimes leads to conflict [66]

1.9 I can plan a geographical investigation, largely independently, posing questions and sequencing actions [67]

1.10 I can evaluate sources of evidence critically [68]

1.11 I can detect and respond to bias [69]

1.12 I can present well-argued summaries of my investigations using appropriate geographical vocabulary [70]

1.13 I can reach conclusions based on accurate and substantiated geographical evidence [71]

Level 8 Unit 1 - Geography

1. The learner will analyse the physical and human characteristics of places in the UK and the wider world to explain changes in the characteristics of places over time.

1.1 I can analyse the interactions within and between physical and human processes [73]

1.2 I can show how interactions witin and between human processes create diversity and

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interdependence, helping to change places and environments [74]

1.3 I can describe and analyse geographical patterns and the changes that result through a full range of scale [75]

1.4 I can analyse different approaches to developing places and environments explaining the causes and consequences of environmental change [76]

1.5 I can explain how the interaction between people and environments can result in complex and unintended changes [77]

1.6 I can describe a range of views about environmental interaction [78]

1.7 I can plan a geographical investigation of some complexity, largely independently, posing questions and sequencing actions [79]

1.8 I can evaluate sources of evidence critically before using them in my investigations [80]

1.9 I can present full and coherently argued summaries of my investigations and reach substantiated conclusions [81]

Level 9 Exceptional Performance Unit 1 - Geography

1. The learner will analyse the physical and human characteristics of places in the UK and the wider world to explain and predict change in the characteristics of places over time.

1.1 I can explain complex interactions within and between physical and human processes [83]

1.2 I can predict how these interactions will result in change in places and environments over time [84]

1.3 I can analyse complex geographical patterns [85]

1.4 I can explain alternative approaches to development and the implications for the quality of life in different places [86]

1.5 I can assess the relative merits of different ways of tackling environmental issues and justify my opinions about these different approaches [87]

1.6 I can explain how sustainable development can affect the planning and management of environments and resources [88]

1.7 I can describe the implications of sustainable development on my life and the life of other people [89]

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1.8 I can use a full range of examples to illustrate my geographical understanding [90]

1.9 I can draw selectively on geographical ideas and theories, using a wide range of appropriate skills and sources of evidence with precision and accuracy throughout my work [91]

1.10 I can carry out geographical investigations fully independently in a wide range of scales and contexts [92]

1.11 I can evaluate sources of evidence critically and present coherent arguments and effective, accurate and well-substantiated conclusions [93]

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