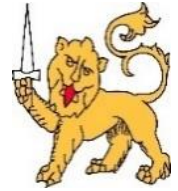




# GCSE Geography

## Personalised Learning Checklist



**Name:** \_\_\_\_\_

<b>Exam Board</b>	<b>AQA</b>
<b>Topic</b>	<b>Geographical Skills</b>

<b>My target grade is</b>	
<b>Teaching Group</b>	

<b>My current Grade is:</b>	Autumn:	Spring:	Summer:
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Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

<b>G</b>	I am confident about this topic, and I know what I need to do.
<b>A</b>	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
<b>R</b>	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Specification						
Cartographic Skills				R	A	G
	use and understand coordinates – latitude and longitude					
	recognise and describe distributions and patterns of both human and physical features					
	maps based on global and other scales may be used and students may be asked to identify					
	describe significant features of the physical and human landscape on them, e.g., population distribution, population movements, transport networks, settlement layout, relief, and drainage					
	analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.					
Ordnance Survey (OS) Maps				R	A	G
	use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic					
	use and understand coordinates – four and six-figure grid references					
	use and understand scale, distance, and direction – measure straight and curved line distances using a variety of scales					
	use and understand gradient, contour, and spot height					
	numerical and statistical information					
	identify basic landscape features and describe their characteristics from map evidence					
	identify major relief features on maps and relate cross-sectional drawings to relief features					
	draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication, and land-use					
	interpret cross sections and transects of physical and human landscapes					
	describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes					
	infer human activity from map evidence, including tourism					
Maps in association with photographs				R	A	G
	be able to compare maps					
	sketch maps: draw, label, understand and interpret					

	photographs: use and interpret ground, aerial and satellite photographs			
	describe human and physical landscapes (landforms, natural vegetation, land-use, and settlement) and geographical phenomena from photographs			
	draw sketches from photograph			
	label and annotate diagrams, maps, graphs, sketches, and photographs			
	<b>Graphical Skills</b>	<b>R</b>	<b>A</b>	<b>G</b>
	select and construct appropriate graphs and charts to present data, using appropriate scales including line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs and population pyramids			
	Suggest an appropriate form of graphical representation for the data provided			
	complete a variety of graphs and maps, including choropleth, isoline, dot maps, desire lines, proportional symbols, and flow lines.			
	Use and understand gradient, contour, and value on isoline maps			
	Plot information on graphs when axes and scales are provided			
	Interpret a variety of graphs, including those located on maps and topological diagrams			
	Interpret and extract information from different types of maps, graphs and charts including population pyramids, choropleth maps, flow-line maps and dispersion maps			
	<b>Numerical Skills</b>	<b>R</b>	<b>A</b>	<b>G</b>
	Demonstrate and understanding of number, area, scales, and the quantitative relationship between units			
	Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability			
	Understand and correctly use proportion and ratio, magnitude, and frequency			
	Draw informed conclusions from numerical data			
	<b>Statistical skills</b>	<b>R</b>	<b>A</b>	<b>G</b>
	Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartile and inter-quartile range, mode ad modal class)			
	Calculate percentage increase or decrease and understand the use of percentiles			
	Describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate, and extrapolate trends			
	Be able to identify weaknesses in selective statistical presentation of data			
	<b>Use of Qualitative and quantitative data</b>	<b>R</b>	<b>A</b>	<b>G</b>
	I can use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse, and evaluate geographical information.  Data types include: <ul style="list-style-type: none"> <li>• Maps</li> <li>• Fieldwork data</li> <li>• Geo-spatial data presented in a geographical information system (GIS) framework.</li> <li>• Satellite imagery</li> <li>• Written and digital sources</li> <li>• Visual and geographical sources</li> <li>• Numerical and statistical information</li> </ul>			
	<b>Formulate enquiry and argument</b>	<b>R</b>	<b>A</b>	<b>G</b>
	I can demonstrate the ability to identify questions and sequences of enquiry			
	I can write descriptively, analytically, and critically			
	I can communicate ideas effectively			
	I can develop an extended written argument			
	I can draw well-evidenced and informed conclusions about geographical questions and issues			
	<b>Literacy</b>	<b>R</b>	<b>A</b>	<b>G</b>

	I can communicate information in ways suitable for a range of target audiences.			
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**Actions & Interventions**

**Additional Support / Guidance**