**Little Heath Sixth Form**

**Geography** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  **Unit 2**  **Topic: Geographical Skills** | **Unit Code:**  **GEOG2** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
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Question 1will be set on one of the two compulsory core sections of the physical and human geography from unit 1. The first part of the paper will be based on a variety of resources relating to the topic selected. Question 2 will relate specifically to candidates’ own fieldwork and investigative research skills.

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **Basic Skills (Q1)** |  |  |  |  |
| 1. Annotation of illustrative material, base maps, sketch maps, OS maps, diagrams, graphs, sketches, photographs etc |  |  |  |  |
| 1. Ability to describe and comment on the use of overlays. |  |  |  |  |
| 1. Literacy skills, to include the ability to summarise, interpret view points and critically evaluate sources. |  |  |  |  |
| **Cartographic Skills (Q1)** |  |  |  |  |
| 1. Ability to use atlas maps and Ordnance Survey maps at a variety of scales |  |  |  |  |
| 1. Ability to describe, explain and annotate base maps, sketch maps. |  |  |  |  |
| 1. Ability to use maps with located proportional symbols, squares, circles, semi-circles, bars. |  |  |  |  |
| 1. Ability to describe, explain and complete maps showing movement – flow lines, desire 2. lines and trip lines. |  |  |  |  |
| 1. Ability to describe, explain and complete choropleth, isoline and dot maps. |  |  |  |  |
| **Graphical Skills (Q1)** | | | | |
| Ability to complete, describe and explain results from the following graphical techniques: | | | | |
| 1. Line graphs – simple, comparative, compound and divergent |  |  |  |  |
| 1. Bar graphs – simple, comparative, compound and divergent |  |  |  |  |
| 1. Scatter graphs – and use of best fit line |  |  |  |  |
| 1. Pie charts and proportional divided circles |  |  |  |  |
| 1. Triangular graphs and radial diagrams |  |  |  |  |
| 1. Logarithmic scales |  |  |  |  |
| 1. Dispersion diagrams. |  |  |  |  |
| **ICT Skills (Q1)** | | | | |
| 1. The use of remotely sensed data – photographs, digital images including those captured by satellite through description, comments and critical assessment of their usefulness. |  |  |  |  |
| 1. The use of databases, e.g. census data, Environment Agency data; meteorological office data through description, comments and critical assessment of their usefulness. |  |  |  |  |
| 1. The use of geographical information systems (GIS) through description, comments and critical assessment of its usefulness. |  |  |  |  |
| 1. The presentation of text, graphical and cartographic images using ICT through description, comments and critical assessment of its usefulness. |  |  |  |  |
| **Statistical Skills (Q1)** | | | | |
| 1. Ability to complete and discuss measures of central tendency – mean, mode, median. |  |  |  |  |
| 1. Ability to complete and discuss measures of dispersion – interquartile range and standard deviation. |  |  |  |  |
| 1. Ability to complete and discuss Spearman’s rank correlation test. |  |  |  |  |
| 1. Ability to apply significance levels in inferential statistical results. |  |  |  |  |
| **Investigative Skills (Q2)** |  |  |  |  |
| 1. Ability to introduce a field work enquiry: 2. Identification of aims. 3. Geographical questions and issues. 4. Effective approaches to enquiry. |  |  |  |  |
| 1. Ability to provide a justified methodology: 2. Selection and collection of quantitative and qualitative methods of data collection. 3. Selection of appropriate sampling techniques 4. Selection of data from both primary sources (including fieldwork) and secondary sources. |  |  |  |  |
| 1. Ability to present and analyse results of the enquiry: 2. Processing of both primary and secondary data into a format which can be either displayed through graphical skills or analysed in a statistical test. 3. Presentation, analysis and interpretation of evidence. |  |  |  |  |
| 1. Ability to draw conclusions and show an awareness of the validity of conclusions |  |  |  |  |
| 1. Ability to evaluate your field work, including further research opportunities |  |  |  |  |
| 1. Ability to conduct a risk assessment for your investigation:   Identification of strategies for minimising health and safety risks in undertaking fieldwork. |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| 1. Question 1 of GEOG2 will be stimulus lead. A complete understanding (completed PLC) of the Rivers, floods and management is required. |  |  |  |  |
| 1. Question 1 of GEOG2 will be stimulus lead. A complete understanding (completed PLC) of the Population change is required. |  |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*