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|  | BOSTES | **Early Stage1** | |
| Step 1 | **Acquiring information** | Question | Students pose questions and make observations. |
| Step 2 | Research | Students record geographical data and information. |
| Step 3 | **Processing**  **information** | Analyse | Students represent data using charts or graphs. |
| Step 4 | Evaluate | Students draw conclusions based on discussions of observations . |
| Step 5 | **Communicating information** | Communicate | Students present information, and reflect on their learning. |
|  |  | **Stage 1** | |
| Step 1 | **Acquiring information** | Question | Students pose geographical questions . |
| Step 2 | Research | Students collect and record relevant geographical [data](http://data/) and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet. |
| Step 3 | **Processing**  **information** | Analyse | Students represent [data](http://data/) by constructing tables, graphs and maps. Represent information by constructing large- scale maps that conform to cartographic conventions, using spatial technologies as appropriate. |
| Step 4 | Evaluate | Students draw conclusions based on the interpretation of geographical information sorted into categories. |
| Step 5 | **Communicating information** | Communicate | Students present findings in a range of communication forms and reflect on their learning and suggest responses to their findings. |
|  |  | **Stage 2** | |
| Step 1 | **Acquiring information** | Question | Students develop geographical questions to investigate. |
| Step 2 | Research | Students collect and record relevant geographical [data](http://data/) and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet. |
| Step 3 | **Processing**  **information** | Analyse | Students represent [data](http://data/) by constructing tables, graphs and maps.  Students represent information by constructing large- scale maps that conform to cartographic conventions, using spatial technologies as appropriate. |
| Step 4 | Evaluate | Students interpret geographical [data](http://data/) to identify distributions and patterns and draw conclusions. |
| Step 5 | **Communicating information** | Communicate | Students present findings in a range of communication forms.  Students reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal. |
|  |  | **Stage 3** | |
| Step 1 | **Acquiring information** | Question | Students develop geographical questions to investigate and plan an inquiry. |
| Step 2 | Research | Students collect and record relevant geographical [data](http://data/) and information, using [ethical protocols,](http://protocols/) from primary data and [secondary](http://sources/) information sources, for example, by observing,  by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet. |
| Step 3 | **Processing**  **information** | Analyse | Students represent [data](http://data/) in different forms, for example, plans, graphs, tables, sketches and diagrams.  Students represent different types of geographical information by constructing maps that conform to cartographic conventions using [spatial](http://technologies/) [technologies](http://technologies/) as appropriate. |
| Step 4 | Evaluate | Students evaluate sources for their usefulness.  Students interpret geographical [data](http://data/) and information, using digital and [spatial technologies](http://technologies/) as appropriate, and identify spatial distributions, patterns and [trends,](http://trends/) and infer relationships to draw conclusions. |
| Step 5 | **Communicating information** | Communicate | Students present findings and ideas in a range of communication forms as appropriate.  Students reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people. |

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|  | BOSTES | **Stage 4** | |
| Step 1 | **Acquiring information** | Question | Students develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts. |
| Step 2 | Research | Students collect, select and record relevant geographical [data](http://data/) and information, using [ethical protocols,](http://protocols/) from appropriate primary data and [secondary](http://sources/) information. |
| Step 3 | **Processing**  **information** | Analyse | Students analyse geographical [data](http://data/) and other information using qualitative and [quantitative](http://methods/) [methods,](http://methods/) and digital and [spatial technologies](http://technologies/) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](http://trends/) and infer relationships.  Students apply geographical concepts to draw conclusions based on the analysis of the [data](http://data/) and information collected. |
| Step 4 | Evaluate | Students evaluate information sources for their reliability and usefulness.  Students represent [data](http://data/) in a range of appropriate forms, with and without the use of digital and [spatial](http://technologies/) [technologies.](http://technologies/)  Students represent the [spatial distribution](http://distribution/) of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using [spatial technologies](http://technologies/) as appropriate. |
| Step 5 | **Communicating information** | Communicate | Students present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate.  Students reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal. |
|  |  | **Stage 5** | |
| Step 1 | **Acquiring information** | Question | Students develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts. |
| Step 2 | Research | Students collect, select, record and organise relevan[t](http://data/) [data](http://data/) and geographical information, using [ethical protocols,](http://protocols/) from a variety of appropriate primary data and [secondary](http://sources/) information. |
| Step 3 | **Processing**  **information** | Analyse | Students represent the [spatial distribution](http://distribution/) of geographical phenomena on maps that conform to cartographic conventions, using [spatial technologies](http://technologies/) as appropriate  Students identify how geographical information systems (GIS) might be used to analyse geographica[l](http://data/) [data](http://data/) and make predictions. |
| Step 4 | Evaluate | Students evaluate information sources for their reliability, bias and usefulness.  Students represent multi-variable [data](http://data/) in a range of appropriate forms, with and without the use of digital and [spatial technologies.](http://technologies/)  Students evaluate multi-variable [data](http://data/) and other geographical information using qualitative and [quantitative methods](http://methods/) and digital and [spatial](http://technologies/) [technologies](http://technologies/) as appropriate to make generalisations and inferences, propose explanations for patterns, [trends,](http://trends/) relationships and [anomalies,](http://anomalies/) and predict outcomes.  Students apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis o[f data](http://data/) and information, taking into account alternative perspectives. |
| Step 5 | **Communicating information** | Communicate | Students present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate.  Students reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposa[l](http://achgs080/). |

**Unpacking ‘Question’**

Firstly, ask the students to consider:

* What do I already know/understand?
* What skills do I bring to this inquiry?
* What written and graphical resources do I already have?

Questions to ask of a geographical inquiry:

* What is there? Where is it? Why is it there?
* What are the effects of it being there?
* How is it changing over time? Should it be like this?
* What groups are involved? What do different groups think?
* What action is appropriate?