

Student Knowledge and Skills Tracker For Year 10

Geography: Year 10

Terms 1 and 2, Phase 1: Dynamic Development	Check 1	Check 2	Final check
<i>I can define the different ways that development is measured – including HDI</i>			
<i>I can describe the pattern of global development – ACs, EDCs and LIDCs</i>			
<i>I can list the physical and human geography reasons for some nations being trapped in poverty.</i>			
<i>I can apply the Rostow Model to my case study country.</i>			
<i>I can compare the Millennium Development Goals for my case study country and recall the 'good news' and 'less good news' facts and figures</i>			
<i>I can compare the different development strategies chosen by my case study country.</i>			
<i>I can identify the role of debt relief.</i>			
<i>I can name specific TNCs that have invested in my case study country and state the advantages and disadvantages of their involvement.</i>			
<i>I can name specific foreign-direct investment projects in my case study country and evaluate their impact.</i>			
<i>I can compare top-down and bottom-up development projects and evaluate their long term impacts.</i>			

Terms 2 and 3, Phase 2: Global Hazards	Check 1	Check 2	Final check
<i>I can distinguish between the different layers of planet earth</i>			
<i>I can identify the different types of plate boundary and associated tectonic hazards -earthquakes, volcanoes and tsunamis</i>			
<i>I can isolate the three different strands of the tectonic case study – causes, impacts and responses</i>			
<i>I can evaluate different techniques that humans use to minimise tectonic damage</i>			
<i>I can identify different global climate zones on a world map</i>			
<i>I can explain why global climate zones have these 'boundaries' with reference to latitude and the global atmospheric circulation system</i>			
<i>I can identify the weather 'record breakers' around the world on a world map and by stating the relevant data</i>			
<i>I can identify the pattern of vulnerability to tropical storms and drought on a world map.</i>			
<i>I can explain the formation of tropical storms</i>			
<i>I can explain the formation of drought conditions</i>			
<i>I can choose between the El Nino and the La Nina phenomenon to explain the intensity of certain extreme weather events in the appropriate location</i>			
<i>I know the three strands of my tropical storm case study – causes, impacts, responses</i>			
<i>I know the three strands of my UK flash flood case study – causes, impacts, responses</i>			
<i>I know the three strands of my (UK or overseas) drought case study – causes, impacts, responses</i>			

Terms 3 and 4, Phase 3: Urban Futures	Check 1	Check 2	Final check
<i>I can distinguish between world and mega cities</i>			
<i>I can locate world and mega cities on a world map</i>			
<i>I can state the reasons for rural to urban migration</i>			
<i>I can identify trends in population change on a line graph</i>			
<i>I can distinguish between the differing population trends in advanced countries, into, and out of urban areas</i>			
<i>I can make logical predictions regarding how urban areas will change in the future.</i>			
<i>I know the story of change over time of my AC city case study</i>			
<i>I can demonstrate my knowledge of economic, social and environmental aspects of my AC city case study</i>			
<i>I know the story of change over time of LIDC / EDC city case study</i>			
<i>I can demonstrate my knowledge of economic, social and environmental aspects of my LIDC / EDC city case study</i>			
<i>I can explain the different fieldwork options that are available to us to investigate an urban area.</i>			
<i>I can justify, undertake and evaluate the fieldwork methods that are chosen on a piece of urban fieldwork.</i>			
<i>I can interpret and evaluate the results of the urban fieldwork.</i>			

Terms 4 and 5, Phase 4: Distinctive Landscapes	Check 1	Check 2	Final check
<i>I can define different types of landscapes – built and natural</i>			
<i>I can identify upland and lowland areas of the UK on a map and from photographs</i>			
<i>I can explain the formation of upland landscapes including the factors of geology, soil and climate</i>			
<i>I can explain the formation of lowland landscapes including the factors of geology, soil and climate</i>			
<i>I can identify the influence of humans on the landscape as seen in photographs and on maps</i>			
<i>I can make links between the landscape of the present day with its glacial history and the processes of glaciation.</i>			
<i>I can identify the varying roles of weathering, erosion and mass movement on the resulting landscape.</i>			
<i>I can describe the processes of landscape formation within a river's upper section, middle and lower sections.</i>			
<i>I can explain the importance of vertical erosion to the resulting river landscapes (waterfalls, gorges, V-shaped valley).</i>			
<i>I can explain the importance of lateral erosion to the resulting river landscapes (meanders, ox-bow lakes, levees, floodplains).</i>			
<i>I can explain the way that humans manage river catchments to prevent flooding – both soft and hard engineering.</i>			
<i>I can compare differences between flood hydrographs of different rivers and suggest reasons for these comparisons.</i>			

<i>I can apply all elements of this study of rivers to one particular river as a case study.</i>			
<i>I can distinguish between geomorphic and human processes of river management</i>			
<i>I can identify coastal landforms created by different erosive, weathering and mass movement processes (headlands, bays, caves, arches, stacks).</i>			
<i>I can identify coastal landforms created by deposition processes (beaches and spits).</i>			
<i>I can use OS maps to identify rivers landforms and comment on the probable processes.</i>			
<i>I can use OS maps to identify coastal landforms and comment on the probable processes.</i>			
<i>I can measure straight line and curved line distances on a map.</i>			
<i>I can draw cross-sections of river valleys and other landforms.</i>			
<i>I can evaluate the varying costs and benefits of hard and soft engineering to a coastline.</i>			
<i>I can explain why a regional approach is undertaken to coastal management through Shoreline Management Plans.</i>			
<i>I can apply all elements of this study of coasts to one particular coastline as a case study.</i>			
<i>I can explain the different fieldwork options that are available to us to a investigate river system.</i>			
<i>I can justify, undertake and evaluate the fieldwork methods that are chosen on a piece of rivers fieldwork.</i>			
<i>I can interpret and evaluate the results of some rivers fieldwork.</i>			

<i>I can explain the different fieldwork options that are available to us to investigate the processes affecting a chosen coastline.</i>			
<i>I can justify, undertake and evaluate the fieldwork methods that are chosen on a piece of coastal fieldwork.</i>			
<i>I can interpret and evaluate the results of the coastal fieldwork.</i>			