

Student Knowledge and Skills Tracker For Year 10

Geography: Year 10

Term 1, Phase 1: Dynamic Development	Check 1	Check 2	Final check
I can define development, including aspects of economic, social and environmental development.			
I can describe the characteristics of ACs, EDCs and LDCs and describe the pattern of global development.			
I can define social and economic measures of development, including HDI			
I can explain the human and physical factors influencing uneven development			
I can explain factors making it hard for countries to break out of poverty.			
I can explain the political, social, technological and economic factors that have influenced Zambia's development post-independence			
I can apply the Rostow Model to Zambia			
I can evidence and evaluate the progress Zambia is making towards reaching the sustainable development goals.			
I can give examples of Chinese foreign-direct investment projects in Zambia and evaluate their impact.			
I can evaluate the role of a TNC (Associated British Foods) in the development of Zambia.			

I can evaluate the role of aid (WaterAid) in the development of Zambia.			
I can identify the role of debt relief for the development of Zambia.			
I can evaluate the role of a top-down development strategy (the Kariba Dam) in the development of Zambia.			
I can evaluate the role of a bottom-up development strategy (Room to Read) in the development of Zambia.			

Term 2, Phase 2: Global Hazards	Check 1	Check 2	Final check
I can describe the structure of the Earth and explain how ridge push and slab pull cause tectonic plates to move.			
I can describe the processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots			
I can explain how the movement of tectonic plates causes shallow and deep focus earthquakes			
I can explain how the movement of tectonic plates causes shield and composite volcanoes			
I can explain the causes, impacts and responses to the Nepal 2015 earthquake.			
I can evaluate technological developments used to mitigate earthquakes.			
I can explain how the global circulation system creates climatic zones.			

I can identify extreme weather conditions associated with wind temperature and precipitation in contrasting countries.			
I can explain the causes of extreme weather including El Nino/ La Nina, the rain shadow effect and monsoons.			
I can describe the distribution and frequency of tropical storms and how this has changed over time.			
I can explain the formation of tropical storms			
I can explain the causes, impacts and responses to a UK-based natural weather hazard event – Boscastle flash flooding 2004.			
can describe the distribution and frequency of drought and how this has changed over time			
I can explain the formation of drought conditions			
I can explain the causes, impacts and responses to a non-UK based natural weather hazard event – the Big Dry			

Terms 3 and 4, Phase 3: Urban Futures and Urban Fieldwork	Check 1	Check 2	Final check
I can describe how urban growth rates vary around the world with contrasting levels of development.			
I can describe the characteristics of world and megacities and their changing distribution since 1950.			

I can explain the causes of rapid urbanisation in LIDCs, including rural to urban migration and natural increase.			
I can explain the causes of rapid urban growth in LIDCs.			
I can explain the causes and consequences of AC urban trends including suburbanisation, counter-urbanisation and re-urbanisation.			
I can describe the location and importance of Lagos.			
I can describe patterns and impacts of national and international migration to Lagos			
I can describe the ways of life in Lagos, including culture, ethnicity, housing, leisure and consumption.			
I can explain the contemporary challenges affecting life in Lagos, including informal settlements, informal economy, health, waste disposal.			
I can explain and evaluate one initiative to make Lagos more sustainable – Makoko floating school.			
I can describe the location and importance of Leeds.			
I can describe patterns and impacts of national and international migration to Leeds			
I can describe the ways of life in Leeds, including culture, ethnicity, housing, leisure and consumption.			

I can explain the contemporary challenges affecting life in Leeds, including housing availability, studentification, transport issues and social inequality.			
I can explain and evaluate one initiative to make Leeds more sustainable – Leeds Southbank project.			
I can understand the geographical enquiry processes appropriate to investigate urban areas.			
I can understand the range of techniques and methods used in urban fieldwork, including observation and different kinds of measurement			
I can describe the key question, hypothesis, theory underpinning the enquiry, fieldwork location, risk assessment and secondary data for Stratford's Olympic Park.			
I can describe, justify and evaluate the methods and data collection undertaken at the Olympic Park.			
I can use a range of graphs to present data collected at the Olympic Park			
I can analyse the primary data collected at the Olympic Park			
I can draw conclusions from the data collected at the Olympic Park			
I can evaluate the strengths and weaknesses of my fieldwork investigation and make recommendations for future fieldwork.			

Terms 5 and 6, Phase 4: Distinctive Landscapes, physical fieldwork and paper 3 preparation	Check 1	Check 2	Final check
I can define different types of landscapes – built and natural			
I can describe the distribution of upland, lowland and glaciated landscapes in the UK			
I can describe the geology, climate and human activity occurring in upland and lowland landscapes.			
I can describe the geomorphic processes involved in shaping landscapes including weathering, erosion, mass movement, transportation and deposition.			
I can identify coastal landforms created by different erosive, weathering and mass movement processes (headlands, bays, caves, arches, stacks).			
I can identify coastal landforms created by deposition processes (beaches and spits).			
I can explain the formation of landforms, describe the geomorphic processes operating at different scales and how they are influenced by geology and climate and explain and evaluate human activity including management impacts the landscape of the Jurassic coast.			

I can explain the importance of vertical erosion to the resulting river landscapes (waterfalls, gorges, V-shaped valley).			
I can explain the importance of lateral erosion to the resulting river landscapes (meanders, ox-bow lakes, levees, floodplains).			
can explain the formation of landforms, describe the geomorphic processes operating at different scales and how they are influenced by geology and climate and explain and evaluate human activity including management impacts the landscape of the River Eden.			
I can use OS maps to identify river and coastal landforms.			
I can calculate 4-figure and 6-figure grid references, measure distance on a map, describe direction and height of land on a map.			
I can draw cross-sections of river valleys and other landforms.			
I can understand the geographical enquiry processes appropriate to investigate coastal landscapes.			
I can understand the range of techniques and methods used in physical fieldwork, including observation and different kinds of measurement			
I can describe the key question, hypothesis, theory underpinning the enquiry, fieldwork location, risk assessment and secondary data for Walton-on-the-Naze.			

I can describe, justify and evaluate the methods and data collection undertaken at Walton-on-the-Naze..			
I can use a range of graphs to present data collected at Walton-on-the-Naze.			
I can analyse the primary data collected at the Walton-on-the-Naze.			
I can draw conclusions from the data collected at Walton-on-the-Naze.			
I can practice the geographical exploration paper, applying knowledge and understanding to a specific unseen country context and undertaking the decision making exercise.			