

Student Knowledge and Skills Tracker For Year 11

Geography: Year 11

Term 1, Phase 5: Changing Climate	Check 1	Check 2	Final check
I can define climate change			
I can describe how the climate change changed since the start of the quaternary period to the present day			
I can explain and evaluate the sources of evidence for climate change			
I can explain the natural causes of climate change			
I can contrast the natural and enhanced greenhouse effect			
I can explain how the greenhouse effect works			
I can explain the human activities contributing to the enhanced greenhouse effect			
I can discuss a range of social, environmental and economic global impacts of climate change			
I can Explain why extreme weather events are increasing in frequency and intensity, give examples of drought and tropical storms.			
I can explain the causes and impacts of rising sea level			
I can explain the opportunities and challenges of higher temperatures, higher rainfall and sea level rise in the UK.			

I can discuss place specific UK examples of the impacts of climate change – weather patterns, seasonal change, changes in industry.			
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Term 2, Phase 6: Sustaining Ecosystems	Check 1	Check 2	Final check
I can identify the living and non-living components of an ecosystem and explain how they are interdependent.			
I can describe the global distribution of the world's major biomes and explain reasons for this.			
I can describe the climate, flora and fauna of the world's major biomes.			
I can describe the characteristics of the tropical rainforest including the climate, nutrient cycle, soil profile and water cycle.			
I can explain the interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests.			
I can explain the value of tropical rainforests through the goods and services that they produce.			
I can explain the impacts of human activities on the tropical rainforest.			
I can explain and evaluate attempts to sustainably manage an area of tropical rainforest – the Samasati Nature Reserve			
I can describe the characteristics of Antarctica and the Arctic, including climate features of the land and sea, flora and fauna.			
I can explain the interdependence of climate, soil, water, plants animals and human activity in the Arctic.			

I can explain the impact of human activity in the Arctic.			
I can evaluate small-scale attempts to sustainably manage the Arctic- The Marine Wildlife Sanctuary.			
I can evaluate global-scale attempts to sustainably manage Antarctica – the Antarctic Treaty.			

Term 3, Phase 7: Resource Reliance	Check 1	Check 2	Final check
I can explain the factors leading to demand outstripping supply of food, energy and water.			
I can explain the impacts of the human use of the environment on the environment and ecosystems.			
I can define the term 'food security'.			
I can explain the human and physical factors that influence food security.			
I can describe the global patterns of access to food and food consumption.			
I can contrast the theories of Malthus and Boserup about the relationship between population and food supply.			
I can discuss changes in food consumption and availability of food in Tanzania over time.			
I can evaluate the success of a food security project at a local scale in Tanzania- Goat Aid.			
I can evaluate the success of a past food security project at a national scale- Canada Wheat Programme			
I can evaluate the success of a contemporary food security project at a national scale- The Southern Agricultural Growth Corridor of Tanzania (SAGCOT)			

I can explain and evaluate the sustainability of ethical consumerism to achieve food security (fair trade and reducing food waste).			
I can explain and evaluate the sustainability of varying food production to achieve food security (intensive vs organic farming).			
I can explain and evaluate the sustainability of varying technological developments to achieve food security (GM crops and hydroponics).			
I can explain and evaluate the sustainability of small scale 'bottom-up' approaches to achieve food security (urban gardens and permaculture).			

Term 4, Phase 8: UK in the 21st Century	Check 1	Check 2	Final check
I can describe the physical characteristics of the UK including relief, rainfall patterns and water stress.			
I can describe the human characteristics of the UK including population density, land use and housing shortages.			
I can explain changes in the UK's population structure with reference to the Demographic Transition Model.			
I can define the dependency ratio and apply it to the distribution of the UK's ageing population.			
I can explain the causes, effects and responses to UK's ageing population.			
I can describe how the population structure of London has changed since 2001.			
I can describe how the ethnic diversity London has changed since 2001.			

I can describe major economic changes in the UK since 2001 including political priorities, changing employment sectors and working hours.			
I can identify post-industrial employment patterns within specific places in the UK.			
I can describe the pattern of core UK economic hubs.			
I can identify the changes in Cambridge's economic hub and its significance to Cambridge and the UK.			
I can define the UK's role in the world, with regard to its membership and influence in different international groups.			
I can outline the role of the UK in the Ukraine conflict through its participation in international organisations.			
I can outline the global influence of UKs media exports including TV programmes, film books and music.			
I can examine the contribution of ethnic groups to the cultural life of the UK through food.			