

Student Knowledge and Skills Tracker For Year 7

Term 1 Phase 1: <i>Geographical Skills</i>	Check 1	Check 2	Final check
I can label the oceans and continents on a world map			
I can describe the location of a place with reference to longitude and latitude.			
I can describe the difference between human, physical and environmental geography.			
I can map the important human and physical features of the UK.			
I can explain how a range of factors can influence or might have influenced the siting of a settlement.			
I can recall the patterns of settlement and explain reasons for this.			
I can explain the situation of Kings Langley			
I can explain how GIS works and give examples of its practical uses.			
I can identify the features of a map.			
I can contrast the characteristics of OS, topological and choropleth maps.			
I can use a range of map symbols in order to navigate a map.			
I can use an eight-point compass to navigate between places on a map.			
I can use four-figure grid references to locate a place on a map.			
I can use six-figure grid references to locate a place on a map.			

I can use layer shading, spot heights and contour lines to identify the height of a location, above sea level.			
I can use a scale bar in-order to calculate the distance between places on a map.			
I can create a set of flash cards in order to recall the key skills learned in this topic.			

Term 1 Phase 2: The United Kingdom	Check 1	Check 2	Final check
I can contrast the United Kingdom, Great Britain, and the British Isles			
I can map the physical features of the UK including upland and lowland areas and major rivers.			
I can map major cities in the United Kingdom			
I can explain the formation and characteristics of igneous, sedimentary, and metamorphic rocks.			
I can describe the relationship between the UKs geology, relief, and climate.			
I can describe how the UK climate has changed since the last glacial maximum.			
I can identify the role of glaciation in the formation of upland landscapes in the UK.			
I can discuss the structure of the UKs population and key population trends over time.			
I can describe the population distribution of the UK and give reasons for this.			
I can identify the different elements of the employment structure of the UK – primary, secondary, tertiary, and quaternary.			
I can discuss changes to the UKs employment structure over time.			

I can create a set of flash cards in order to recall the key concepts learned in this topic.			
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Term 2 Phase 3: Continents	Check 1	Check 2	Final check
I can describe and explain the pattern of tourism to Europe.			
I can discuss the reasons why Europe is a popular tourist destination.			
I can explain the reasons for a rise in manufacturing in China.			
I can evaluate the impacts of rapid industrialisation in China.			
I can state what Africa's abundant natural resources are, and where they are located.			
I can explain how Africa was exploited through the colonisation of the continent.			
To explain what coral reefs are and why they are important.			
To discuss the threats afflicting coral reefs and explain the strategies used to protect them.			
I can explain how atmospheric pressure contributes to the presence of tropical rainforest and deserts in South America.			
I can explain how the rain shadow effect contributes to the presence of desert in South America			
I can describe the conditions needed for a tropical storm and explain the process of their formation.			

I can explain the impacts of Hurricane Katrina and evaluate the responses.			
I can describe the characteristics of Antarctica's environment including climate, plants and animals.			
I can explain how the Antarctic Treaty aims to protect Antarctica.			
I can create a set of flash cards in order to recall the key concepts learned in this topic.			

Term 2 Phase 4: Climate Zones	Check 1	Check 2	Final check
I can understand how water is transferred and stored within the water cycle.			
I can explain the causes of relief, frontal and convectional rainfall.			
I can explain the factors influencing global climate.			
I can understand the characteristics of the climate in a tropical region.			
I can understand the characteristics of the climate in a desert.			
I can understand the characteristics of the climate in a polar region.			
I can understand the characteristics of the climate in a temperate region.			
I can create a set of flash cards in order to recall the key concepts learned in this topic.			

Term 3 Phase 5: Population	Check 1	Check 2	Final check
I can understand the past and projected change in world population and give reasons for this.			

I can describe the global population distribution and give reasons for this.			
I can explain the reasons why the rate of population growth differs around the world.			
I can understand how the population of a country changes as it develops.			
I can understand how the population of a country can be graphically represented.			
I can understand why China implemented the One Child Policy and evaluate the impacts of the One Child Policy.			
I can understand the impacts of Japan's ageing population and its pro-natalist population policies.			
I can create a set of flash cards in order to recall the key concepts learned in this topic.			

Term 3 Phase 6: Microclimates	Check 1	Check 2	Final check
I can describe what causes weather and how it is measured.			
I can explain the factors influencing the microclimate of an area.			
I can understand the process of a geographical enquiry and write an introduction to our microclimate investigation.			
I can accurately collect data on windspeed and temperature at 4 sites around the school.			
I can describe and evaluate the data collection process and to present data using a graph.			

I can analyse the data collected in our geographical enquiry and conclude and evaluate our investigation.			
I can describe the climate of the UK.			
I can understand how the UK's climate is influenced by differing air masses.			
I can understand how high-pressure systems can affect the weather in the UK.			
I can understand how low-pressure systems can affect the weather in the UK.			
I can create a set of flash cards in order to recall the key concepts learned in this topic.			