

Student Knowledge and Skills Tracker For Year 8

| Term 1 Phase 1: Development | Check 1 | Check 2 | Final check |
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| I can define development and the ways countries can be classified into AC, EDC and LIDCs. | | | |
| I can describe the global distribution of development. | | | |
| I can explain the social and economic measures of development. | | | |
| I can understand how the Clark-fisher model demonstrates how countries employment structure changes with development. | | | |
| I can explain how the Rostow model demonstrates the process of economic development over time. | | | |
| I can explain the causes of uneven development. | | | |
| I can explain a range of the human and physical factors underpinning the growth of the UK's economy | | | |
| I can understand a range of the human and physical factors that have influenced Ghana's development. | | | |
| I can evaluate Ghana's progress to reaching the sustainable development goals by 2030. | | | |
| I can evaluate the success of top-down development in Ghana to close the development gap. | | | |

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| I can evaluate the success of bottom-up development in Ghana to close the development gap. | | | |
| I can create a set of flash cards in order to recall the key concepts learned in this topic. | | | |

| Term 1 Phase 2: Tectonic Hazards | Check 1 | Check 2 | Final check |
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| I can describe theory of continental drift and explain the evidence for it. | | | |
| I can describe the characteristics of each of the Earth's layers. | | | |
| I can explain what causes tectonic plates to move. | | | |
| I can explain how earthquakes and volcanoes are formed at each of the types of plate boundary. | | | |
| I can explain how earthquakes form and how they are measured. | | | |
| I can understand Haiti's vulnerability to hazards and describe impacts of the earthquake. | | | |
| I can explain the formation of a volcano and contrast the characteristics of composite and shield volcanoes. | | | |
| I can explain the formation of Iceland and describe the impacts of the Iceland volcanic eruption. | | | |
| I can explain the causes and impacts of tsunamis. | | | |

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| I can explain how to mitigate the impacts of earthquakes. | | | |
| I can create a set of flash cards in order to recall the key concepts learned in this topic. | | | |

| Term 2 Phase 3: Resource Management | Check 1 | Check 2 | Final check |
|--|----------------|----------------|--------------------|
| I can understand the factors influencing the supply and demand for resources. | | | |
| I can understand a range of impacts that are the result of our growing demand for resources. | | | |
| I can understand the impacts resource consumption and the importance of global resource management | | | |
| I can describe the distribution of global access to food. | | | |
| I can understand the factors influencing food security. | | | |
| I can investigate the impacts of food insecurity globally | | | |
| I can explain the strategies used to increase food security. | | | |
| I can explain the aims and impacts of Ripple Effect in East Africa. | | | |
| I can create a set of flash cards in order to recall the key concepts learned in this topic. | | | |

| Term 2 Phase 4: Climate Change | Check 1 | Check 2 | Final check |
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| I can explain how the climate has changed from the beginning of the Quaternary period to the present day. | | | |
| I can explain evidence for climate change. | | | |
| I can explain the natural causes of climate change. | | | |
| I can contrast the greenhouse and enhanced greenhouse effect. | | | |
| I can understand how human activity can influence our climate. | | | |
| I can discuss a range of global social, environmental and economic impacts of climate change. | | | |
| I can discuss a range of social, environmental and economic impacts of climate change in the UK. | | | |
| I can understand how the effects of current climate change can be managed and reduced. | | | |
| I can create a set of flash cards in order to recall the key concepts learned in this topic. | | | |

| Term 3 Phase 5: Rivers | Check 1 | Check 2 | Final check |
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| I can understand how water is transferred and stored within the water cycle and describe the features of a drainage basin. | | | |

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| I can explain how processes of erosion, weathering, transportation and deposition shape a rivers landscape. | | | |
| I can describe the changes to river characteristics throughout its long profile. | | | |
| I can explain the formation of V-shaped valleys and waterfalls in the upper course of a river. | | | |
| I can explain the formation of meanders and oxbow lakes in the middle course of a river. | | | |
| I can explain the formation of floodplains and levees in the lower course of a river. | | | |
| I can understand how to use OS maps to identify and locate river landforms. | | | |
| I can explain a range of human and physical factors that can increase the risk of flooding. | | | |
| I can read and interpret data on a flood hydrograph. | | | |
| I can explain the causes and impacts of the 2007 Tewksbury flooding. | | | |
| I can evaluate hard and soft river engineering techniques to manage river flooding. | | | |
| I can create a set of flash cards in order to recall the key concepts learned in this topic. | | | |

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| Term 3 Phase 6: Middle East | Check 1 | Check 2 | Final check |
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| I can describe the location of the Middle East and explain key human and identify key human and physical geography features. | | | |
| I can understand the main climate zones in the Middle East, interpreting climate graphs, and exploring the impact of water shortages. | | | |
| I can describe the diversity of the Middle Eastern population. | | | |
| I can describe population distribution in the Middle East and suggest reasons for this. | | | |
| I can interpret key development indicators for countries in the Middle East and explain factors that hinder the development of the region. | | | |
| I can explain the importance of oil to the economies of Middle Eastern countries and evaluate the impacts of relying on oil. | | | |
| To understand the causes and consequences of conflict in the Middle East. | | | |
| I can interpret key development indicators for Yemen and explain factors that hinder the development of the country. | | | |
| I can explain how diversification to tourism has supported economic development in the UAE. | | | |
| I can create a set of flash cards in order to recall the key concepts learned in this topic. | | | |