

## Student Knowledge and Skills Tracker For Year 8

### Year 8

| Term 1 Phase 1: <i>Rivers</i>   | Check 1 | Check 2 | Final check |
|---|---------|---------|-------------|
| I can name the longest and largest river in the world.  |         |         |             |
| I can identify the characteristics of a river that changes as it flows from its source to its mouth.                  |         |         |             |
| I can identify the features of a drainage basin.  |         |         |             |
| I can describe the processes within a drainage basin  |         |         |             |
| I can explain how the transfer of water within in a drainage basin can be influenced by human and physical processes. |         |         |             |
| I can interpret a hydrograph.   |         |         |             |
| I can explain how mechanical weathering happens.  |         |         |             |
| I can explain how chemical weathering happens.  |         |         |             |
| I can explain how biological weathering happens.  |         |         |             |
| I can describe how a river erodes its bed, banks and the sediment that it carries.                                    |         |         |             |
| I can identify the direction of erosion in the upper course of a river.   |         |         |             |
| I can explain how a V-shaped valley forms.  |         |         |             |
| I can explain how a meander forms in the middle course of a river.  |         |         |             |
| I can identify the direction of erosion in the middle course of a river.  |         |         |             |
| I can identify the role of transportation and deposition in the middle course of a river.                             |         |         |             |
| I can explain why levees form in the lower course of a river.   |         |         |             |
| I can identify a range of river landforms on an OS Map, using grid references to locate them.                         |         |         |             |
| I can identify a range of human and physical causes of flooding.  |         |         |             |
| I can describe why the risk of flooding changes within a drainage basin.  |         |         |             |
| I can differentiate between hard and soft river management strategies.  |         |         |             |

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| I can explain why rivers need to be managed.  |  |  |  |
| I can explain the causes and effects of river flooding with reference to a specific case study. |  |  |  |

| <b>Term 1 Phase 2: Resource Management</b>  | <b>Check 1</b> | <b>Check 2</b> | <b>Final check</b> |
|---|----------------|----------------|--------------------|
| <i>I can describe how resources are produced and/or extracted from natural environment.</i>                                       |                |                |                    |
| <i>I can link two impacts that arise from the production and/or extraction of each resource.</i>                                  |                |                |                    |
| <i>I can describe what an ecological footprint is.</i>  |                |                |                    |
| <i>I can explain how an ecological footprint is calculated.</i>   |                |                |                    |
| <i>I can explain the significance of Earth Overshoot Day.</i>   |                |                |                    |
| <i>I can define what a mass extinction event is.</i>  |                |                |                    |
| <i>I can use specific examples, to demonstrate the impact of human activity on the loss of species.</i>                           |                |                |                    |
| <i>I can explain how scientists are able to accurately measure the impacts of human activity on species numbers and diversity</i> |                |                |                    |
| <i>I can describe what a choropleth map is.</i>   |                |                |                    |
| <i>I can use data on a choropleth map to describe the distribution of global resources.</i>                                       |                |                |                    |
| <i>I can use PEERS'D to analyse maps that show access to global resources.</i>  |                |                |                    |
| <i>I can explain why access to each global resource is important.</i>   |                |                |                    |
| <i>I know the difference between a stock resource and a flow resource.</i>  |                |                |                    |
| <i>I can describe a range of factors that can influence a country's access to a natural resource.</i>                             |                |                |                    |

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| <i>I can categorise a range of factors that can influence a country's access to a natural resource, by type.</i>                              |  |  |  |
| <i>I can use an appropriate graphical technique to demonstrate the change in the production and consumption of global resource overtime.</i>  |  |  |  |
| <i>I can accurately use scale when presenting data on a graph.</i>  |  |  |  |
| <i>I have included a title, axis labels with units of measurement on my graph.</i>  |  |  |  |
| <i>I can describe the difference between direct and virtual water consumption.</i>  |  |  |  |
| <i>I know how much water is consumed through a range of everyday activities, for example, brushing my teeth.</i>                              |  |  |  |
| <i>I can explain how access to water influenced by physical scarcity.</i>   |  |  |  |
| <i>I can explain how access to water influenced by economic scarcity.</i>   |  |  |  |
| <i>I can explain how significant the effect of population growth is on the global demand for water.</i>                                       |  |  |  |
| <i>I can explain why some places in the UK at greater risk of water stress than others, using two specific areas in the UK as an example.</i> |  |  |  |
| <i>I can describe how water stress be managed.</i>  |  |  |  |
| <i>I can use the example of the South-North Water Transfer scheme in China, to discuss the causes of water stress in China.</i>               |  |  |  |
| <i>I can use the example of the South-North Water Transfer scheme in China, to discuss the impacts of water transfer schemes.</i>             |  |  |  |

| <b>Term 2 Phase 3: Climate Change</b>  | <b>Check 1</b> | <b>Check 2</b> | <b>Final check</b> |
|--|----------------|----------------|--------------------|
| <i>I can locate our current experience of climate on the geological timeline.</i>                        |                |                |                    |
| <i>I can locate ice ages and inter-glacials in the Quaternary Period.</i>                                |                |                |                    |
| <i>I can describe how past climate change is measured scientifically.</i>                                |                |                |                    |
| <i>I can make distinctions between astronomical and terrestrial causes of historical climate change.</i> |                |                |                    |
| <i>I can identify sources of anthropogenic causes of climate change</i>                                  |                |                |                    |
| <i>I can identify evidence of anthropogenic climate change</i>   |                |                |                    |
| <i>I can distinguish between the Greenhouse Effect and the Enhanced Greenhouse Effect</i>                |                |                |                    |
| <i>I can describe the current and predicted impacts of climate change in the UK</i>                      |                |                |                    |
| <i>I can describe the current and predicted impacts of climate change in the Maldives</i>                |                |                |                    |
| <i>I can outline opportunities that humans are undertaking to mitigate against climate change.</i>       |                |                |                    |
| <i>I can identify adaptations that humans are making to adapt to climate change.</i>                     |                |                |                    |

| <b>Term 2 Phase 4: Population Change</b>   | <b>Check 1</b> | <b>Check 2</b> | <b>Final check</b> |
|--|----------------|----------------|--------------------|
| <i>I can compare the changes in population that are happening in different parts of the world.</i>   |                |                |                    |
| <i>I can identify the factors that influence birth rates around the world.</i>   |                |                |                    |
| <i>I can identify the factors that influence death rates around the world.</i>   |                |                |                    |
| <i>I can identify the factors that influence flows of people as migrants around the world</i>  |                |                |                    |
| <i>I can identify the stages of the Demographic Transition Model</i>   |                |                |                    |
| <i>I can compare trends in populations of different countries by looking at contrasting population pyramids</i>                              |                |                |                    |
| <i>I can link the shape of a country's population pyramid with its level of development and location on the Demographic Transition Model</i> |                |                |                    |
| <i>I can describe the role of different governments to the population profile of its country – China, Singapore and the UK</i>               |                |                |                    |
| <i>I can explain why China now has a 'two child policy' rather than a 'one child policy'</i>   |                |                |                    |
| <i>I can explain the push and pull factors for international migration</i>   |                |                |                    |
| <i>I can explain the push and pull factors for rural to urban migration within a country (transmigration)</i>                                |                |                |                    |
| <i>I can describe the ramifications of international migration with border control forces and socio-economic challenges.</i>                 |                |                |                    |

| <b>Term 3 Phase 5: Extreme Weather</b>  | <b>Check 1</b> | <b>Check 2</b> | <b>Final check</b> |
|---|----------------|----------------|--------------------|
| <i>I can define the differences between weather and climate</i>   |                |                |                    |
| <i>I can describe the movement of atmospheric heat and moisture around the world with reference to the global atmospheric circulation model</i> |                |                |                    |
| <i>I can distinguish between high pressure and low pressure weather in the UK</i>   |                |                |                    |
| <i>I can describe the causes and impacts of extreme weather events in the UK</i>  |                |                |                    |
| <i>I can describe the role of latitude in the creation of extreme weather conditions in different parts of the world</i>                        |                |                |                    |
| <i>I can list the conditions that create tropical revolving storms</i>  |                |                |                    |
| <i>I can describe the causes of, impacts of, and responses to, Typhoon Haiyan.</i>  |                |                |                    |
| <i>I can describe the causes of, impacts of, and responses to, drought in Australia.</i>  |                |                |                    |
| <i>I can make links between these extreme weather events and the predicted impacts of climate change in different parts of the world.</i>       |                |                |                    |

| <b>Term 3 Phase 6: Economic Change in the UK and globalisation</b>  | <b>Check 1</b> | <b>Check 2</b> | <b>Final check</b> |
|---|----------------|----------------|--------------------|
| <i>I can identify the component parts of the economic cycle</i>   |                |                |                    |
| <i>I can identify the economic challenges of farming in different parts of the UK</i>   |                |                |                    |
| <i>I can define, and provide examples of rural diversification</i>  |                |                |                    |
| <i>I can locate different types of farming across the United Kingdom and link these locations to the regional climate and landscape</i>   |                |                |                    |
| <i>I can list the main considerations for a manufacturing location to be chosen (the five Cs)</i>   |                |                |                    |
| <i>I can describe the sequence of events and locational advantages that led to the Nissan factory being established in Sunderland in 1986.</i>  |                |                |                    |
| <i>I can outline the requirements of the service sector</i>   |                |                |                    |
| <i>I can describe the journey of a product from raw material to finished product as a sequence of international economic events. [for example, cocoa to chocolate, copper to an iPhone]</i> |                |                |                    |
| <i>I can analyse a proportional bar chart to compare the costs and profits at each stage of an international manufacturing story for a product such as chocolate</i>                        |                |                |                    |
| <i>I can explain the pattern of the UK's trade with other countries through the legacy of historical and colonial factors</i>   |                |                |                    |

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| <i>I can explain the pattern of the UK's trade with other countries through contemporary trade agreements and alliances.</i>  |  |  |  |
| <i>I can link the development of globalisation with the innovation of containerisation</i>  |  |  |  |
| <i>I can link the development of globalisation with the experience of deindustrialisation within the UK.</i>  |  |  |  |
| <i>I can provide examples of economic, social, political and cultural forms of globalisation.</i>   |  |  |  |
| <i>I can investigate the land use of Kings Langley High Street using human geography fieldwork methods.</i>   |  |  |  |
| <i>I can evaluate the geographical data gathered from the fieldwork and create a report of my findings about the importance of this High Street to the village.</i> |  |  |  |