

Student Knowledge and Skills Tracker For Year 11

Geography: Year 11

Term 1, Phase 5: Changing Climate	Check 1	Check 2	Final check
<i>I can list the reasons for historical climate change</i>			
<i>I can evaluate the sources of evidence for historical and contemporary climate change</i>			
<i>I can identify the causes of the enhanced greenhouse effect – matching gases and source of gas</i>			
<i>I can assess the predicted environmental, economic and social impacts of contemporary climate change - globally</i>			
<i>I can assess the predicted environmental, economic and social impacts of contemporary climate change, within the UK</i>			
<i>I can identify methods of climate change adaptation being adopted within the UK and other countries</i>			
<i>I can identify attempts to mitigate the level of climate change globally – by policy and practice.</i>			

Term 2, Phase 6: Sustaining Ecosystems	Check 1	Check 2	Final check
<i>I can identify the living and non-living components of an ecosystem.</i>			
<i>I can explain the causal factors of climate and altitude for the world map of biomes.</i>			
<i>I can explain the adaptations of animals and plants to survive in different biomes.</i>			
<i>I can provide specific examples of animal and plant adaptations in the tropical rainforest.</i>			
<i>I can identify the inter-connections between living and non-living components of the tropical rainforest.</i>			
<i>I can identify the various ways in which humans depend upon and exploit the rainforest.</i>			
<i>I can provide examples for both goods and services of the tropical rainforest.</i>			
<i>I can outline the opportunities for sustainable management of the tropical rainforest.</i>			
<i>I can evaluate the sustainability of an area of tropical rainforest (local scale case study)</i>			
<i>I can provide specific examples of animal and plant adaptations in the polar regions.</i>			
<i>I can demonstrate the different ways that humans have adapted to life in polar regions.</i>			
<i>I can evaluate the impacts of humans in polar regions.</i>			
<i>I can evaluate the sustainability of a polar site at a local scale.</i>			
<i>I can evaluate the sustainability of the polar biome through global scale agreements.</i>			

Term 3, Phase 7: Resource Reliance	Check 1	Check 2	Final check
<i>I can describe the trends in the use of food, energy and water.</i>			
<i>I can explain the difference that mechanisation has made to food production – on land and sea.</i>			
<i>I can analyse the environmental impacts of different sources of energy.</i>			
<i>I can examine the costs and benefits of a reservoir and water transfer scheme to solve a region's water security problems (China).</i>			
<i>I can define the term 'food security'.</i>			
<i>I can list the human and physical factors that affect food security.</i>			
<i>I can examine global patterns of food production and consumption.</i>			
<i>I can compare the theories of Malthus and Boserup, regarding population and resource availability.</i>			
<i>I can outline the food security scenario for a stated case study nation.</i>			
<i>I can evaluate the success of a food security project at a local scale in the case study nation.</i>			
<i>I can evaluate the success of a past food security project at a national scale.</i>			
<i>I can evaluate the success of a contemporary food security project at a national scale.</i>			
<i>I can examine the impact of the Fairtrade mark on food producers.</i>			
<i>I can outline the role of food waste management to the level of food security.</i>			

<i>I can compare the costs and benefits of intensive and organic farming.</i>			
<i>I can outline the advantages and disadvantages of genetic modification to farming and food security.</i>			
<i>I can outline the advantages and disadvantages of other technological solutions to farming and food security.</i>			
<i>I can evaluate the role of small-scale food security solutions, through urban gardens and permaculture.</i>			

Term 4, Phase 8: UK in the 21st Century	Check 1	Check 2	Final check
<i>I can analyse the pattern of land use across the UK with reference to geomorphology, climate and population density.</i>			
<i>I can explain the pattern of rainfall and of water stress in the UK.</i>			
<i>I can explain changes in the UK's population structure with reference to the Demographic Transition Model.</i>			
<i>I can define the dependency ratio and apply it to the distribution of the UK's ageing population.</i>			
<i>I can analyse the challenges of the spatial distribution of the UK's ageing population.</i>			
<i>I can outline the ethnic diversity of a named city (London).</i>			
<i>I can examine the pattern of industrial structure and associated employment across the UK.</i>			
<i>I can examine the pattern of wealth and economic growth across the UK.</i>			
<i>I can identify post-industrial employment patterns within specific places in the UK.</i>			
<i>I can define and locate economic hubs and growth corridors in the UK.</i>			
<i>I can understand, and provide reasons for, the economic gap between London and the rest of the UK.</i>			
<i>I can define the UK's role in the world, with regard to its membership and influence in different international groups.</i>			

<i>I can outline the role of the UK in a particular conflict where it worked with / through an international organisation.</i>			
<i>I can outline the influence of British culture through media, fashion, and sport in a globalised world.</i>			
<i>I can examine the influence of the globalised world on British cuisine, media and fashion.</i>			