GCSE – The Coastal Environment – Personal Learning Checklist

How confident are you at defining and using these key pieces of vocabulary?

	Red	Amber	Green		Red	Amber	Green
Weathering				Managed Retreat			
Erosion				Hold/ retreat the line			
Transportation				Shoreline Management Plan			
Deposition				Stakeholder			
Longshore Drift				Geology			
Landform				Ecosystem			
Geomorphological				Psammosere			
Mass Movement				Embryo Dune			
Marine				Mobile Dune			
Hard Engineering				Fixed Dune			
Soft Engineering				Human Activity			

Learning Content	😧	😐	😃
Knowledge: I can …			
Give the meaning of each erosion process: hydraulic action, abrasion, attrition, and solution.			
Give the meaning of each transport process: traction, saltation, suspension, and solution.			
Give the meaning of key terms associated with ecosystems: biotic, abiotic, nutrient cycle, energy flow, and food webs.			
Describe the main features of each of the following coastal landforms: Headlands & Bays; Cliffs & Wave Cut Platforms; Arches & Stacks; Beaches; Spits; Estuaries.			
Describe how marine processes shape coastal landforms.			
Describe the characteristics of a sand dune ecosystem.			
Understanding: I can …			
Give two different reasons how economic activity has modified the coastal landscape.			
Explain how coastal erosion/ coastal flooding can be reduced by: Sea walls; groynes; gabions; rock armour; beach nourishment; beach stabilisation; wetland creation.			
Explain the role of government and local authorities in shaping SMPs.			
Explain how coastal processes create each of the following coastal landforms: Headlands & Bays; Cliffs & Wave Cut Platforms; Arches & Stacks; Beaches; Spits; Estuaries.			
Explain how local communities (stakeholders) benefit from sand dune ecosystems and perceive their value.			
Analysis: I can …			
Compare the concepts of 'hold the line' and 'retreat the line'.			
Suggest how geology influences rates of erosion and the creation of distinctive coastal landscapes.			
Suggest why stakeholders (different groups of people) hold conflicting views on coastal management and then explain why they have these views.			
Compare the characteristics of embryo dunes, mobile dunes and fixed dunes.			
Evaluation: I can …			
Weigh up the relative social, economic and environmental costs and benefits of coastal management.			
Show that I can make connections between the impact of coastal management in one place and the effects of the management elsewhere e.g. further down shore.			
Explain why some strategies are more sustainable than when managing sand dune ecosystems.			
Decision Making: I can …			
Rank the effectiveness of different strategies that attempt to reduce the erosion/ flood risk.			
Use evidence to demonstrate why one method of coastal management is more sustainable than another.			
Make suggestions to reduce tension between different groups of people (stakeholders) when management decisions are controversial in coastal landscapes (Inc. sand dunes).			

Desertification	Before learning	After learning	Quality of notes
My knowledge domain **I can…**			
Give the meaning of each of these terms: Arid, semi-arid environment, savanna, desertification, drought, soil degradation, soil fertility, soil erosion/gulley erosion, rainfall seasonality, aquifer, evaporation of soil moisture, canopy, interception, infiltration, overland flow/surface run-off, transpiration, commercial farming, agri-business, overgrazing, nomadic, fallow period, rainwater harvesting, bunds, agro-forestry/GGW, farm diversity, fodder crops.			
Describe the distribution of regions across the world at risk of desertification.			
Describe the location of the Sahel region of Africa.			
Describe the semi-arid ecosystem of the Sahel region.			
Describe the average climate of the Sahel region.			
Describe the pattern/trend of variations from average rainfall that have occurred since the 1970s.			
Describe the physical processes that can result in desertification.			
Describe the human activities that can result in desertification.			
Describe the various management strategies being tried to help overcome desertification in the Sahel.			
My understanding domain **I can…**			
Explain the global atmospheric circulation model (with particular reference to the dominance of high pressure systems in the areas of the world at risk from desertification).			
Explain global warming.			
Explain the connection between population growth and desertification.			
Explain how each of the various desertification management strategies being tried in the Sahel should/will alleviate the problem.			
My analysis domain **I can…**			
Make the link between the global atmospheric circulation model and the drought issue in desertified regions like the Sahel).			
Make the possible/probable link between global warming and increasing desertification worldwide.			
Identify a range of impacts of desertification and sort these into: environmental, social and economic consequences.			
My evaluation domain **I can…**			
Weigh up the relative short and long term consequences of desertification at local, regional and global scales.			
Weigh up the strengths and weaknesses of management strategies being used to combat desertification.			
My decision-making domain **I can…**			
Prioritise which of the causes of desertification are most important…and explain why.			
Predict the short and long term needs of people suffering from drought and desertification in the Sahel.			
Make suggestions as to how to protect the people of the Sahel from the future effects of desertification.			

GCSE Geography – Development – P L C

How confident are you at defining and using these key pieces of vocabulary?

	Before learning	After learning	Revision for GCSE		Before learning	After learning	Revision for GCSE
Development				Globalisation			
HIC				Inequality			
NIC				Trade			
LIC				Aid			

Learning Content	Before learning	After learning	Revision for GCSE
My knowledge domain. I can…			
Define the terms: NIC, LIC, LEDC, MNC.			
Describe three different indicators of development.			
Describe how global patterns of development are uneven.			
Define each of the trade terms: tariffs, trade blocs and 'fair' trade.			
Give an example of a long term development aid programme.			
My understanding domain. I can…			
Explain why trade, technology, industry and migration help to create stronger links between countries.			
Give reasons why MNCs locate in more than one country.			
Give reasons for the emergence of NICs.			
My analysis domain. I can…			
Identify the benefits and disadvantages of MNC investment on the environment, economy and society in one region/country.			
Bring together data from different sources to build an argument.			
Select appropriate data from a large data set to make comparisons between two countries at different levels of development.			
Compare the advantages of a long term development programme for both the donor and recipient country.			
My evaluation domain. I can…			
Identify where data is unreliable due to inaccuracies, or data gaps.			
Explain the limitations of using only one type of data to describe patterns of global development.			
Weigh up the idea that global trade, industry and migration are drivers of change and development.			
Evaluate the benefits of fair trade.			
Evaluate the positive and negative consequences of development in one NIC.			
Summarise the evidence that suggests that NICs are closing the development gap much more quickly than LICs.			
My decision making domain. I can…			
Choose and justify two criteria for measuring development issues in contrasting countries.			
Decide whether MNC investment has been beneficial for one country I have studied. Justify my decision.			

GCSE – Ecosystems – P L C

How confident are you at defining and using these key pieces of vocabulary?

	Red	Amber	Green		Red	Amber	Green
Biotic				Abiotic			
Producer				Decomposer			
Consumer				Climate			
Hot semi-arid Grassland				Debt – for – nature swap			
Tropical Rainforest				Ecotourism			
Wildlife Corridor				Biodiversity Hotspot			
Biodiversity				Psammosere			

Learning Content	😟	😐	😃
Knowledge: I can…			
Describe the location and distribution of tropical rainforests and hot semi arid grasslands.			
Describe the features of hot semi – arid grasslands and tropical rainforests (to include climate, soils, vegetation, animals and humans).			
Describe the physical processes that link biotic parts (plants, animals, decomposers) of an ecosystem to abiotic parts (temperature, light, moisture) of an ecosystem.			
Describe the features of small – scale UK ecosystems (sand dune ecosystems) (revise from Coasts in Year 9).			
Understanding: I can…			
Explain how human activity changes processes e.g. energy flows and nutrient cycles in tropical rainforests (damages the environment).			
Give reasons for adaptations of vegetation to the climate of hot – semi arid areas and to the climate of equatorial areas.			
Explain what biodiversity means.			
Explain the benefits of small – scale UK ecosystems (sand dune ecosystems) for humans (revise from Coasts in Year 9).			
Explain how difficult it is to manage small – scale UK ecosystems (sand dune ecosystems) (revise from Coasts in Year 9).			
Explain how stakeholders value small – scale UK ecosystems (sand dune ecosystems) in different ways (revise from Coasts in Year 9).			
Analysis: I can…			
Identify the characteristics and interdependence of climate, soils, vegetation, animals and humans in hot semi arid grasslands and tropical rainforests.			
Contrast the characteristics of the hot semi arid, tropical and maritime climate.			
Evaluation: I can…			
Weigh up (evaluate) the effectiveness of wildlife corridors, debt – for – nature swaps and ecotourism as methods of sustainable management of tropical rainforests.			
Evaluate how hot semi – arid grasslands are conserved and managed sustainably.			
Decision making: I can…			
Use evidence to argue why sustainable management strategies are necessary in tropical rainforests and in hot semi-arid grasslands.			
Rank management options for tropical rainforest ecosystems.			
Rank the benefits provided by ecosystems for humans.			

GCSE – Global Cities – Personal Learning Checklist

How confident are you at defining and using these key pieces of vocabulary?

	Red	Amber	Green		Red	Amber	Green
Urbanisation				NIC			
Re-urbanisation				Alpha City			
Global City				Globalisation			
Mega City				Mass Transit			
LIC				Pull Factors			
HIC				Push Factors			
Immigration				Chawls			
Rural Area				Squatter Homes			
Urban Area				Informal and Formal Sector			
Inequality				Self Help Schemes			
Population Growth				Sustainable Living			

Learning Content	😧	😐	😃
Knowledge: I can …			
Describe the processes of urbanisation and re-urbanisation and identify key differences between them.			
Give the meaning of global city and megacity and identify the differences between them.			
Describe the patterns of urbanisation at a global scale			
Describe the patterns found in the cities of Mumbai and London			
Give two reasons why some people leave rural areas of India.			
Describe the strategies used to deal with waste in LIC cities like Mumbai and London			
Describe the housing challenges in Mumbai and London			
My understanding I can…			
Explain why people migrate to Mumbai and London			
Give three reasons why some people move from rural areas to urban areas in Mumbai.			
Explain why some continents have higher levels of urbanisation than others.			
Explain why patterns of urbanisation vary between HICs and LICs			
Explain the strategies used to reduce inequality and improve lives in London and Mumbai.			
Give strategies that create sustainable urban environments in London.			
My analysis I can…			
Use my understanding of the processes of urban change to suggest why LIC like Mumbai cities have different and distinctive zones eg slum areas			
Identify the issues that arise from population growth in Mumbai.			
My evaluation I can…			
Weigh up (evaluate) the advantages and disadvantages of self help schemes in LICs.			
Weigh up the advantages and disadvantages of building on brownfield sites in London			
Explain why different groups of people have different points of view about slum clearance schemes			
My decision making I can…			
Use evidence to demonstrate why one strategy to improve slum dwellers lives might be effective			
Identify recent changes in urbanisation and show that I can connect the causes and effects of change.			
Rank the effectiveness of strategies to manage transit schemes in LIC cities			

GCSE Geography – River Landscapes – P L C

How confident are you at defining and using these key pieces of vocabulary?

	Before learning	After learning	Revision for GCSE		Before learning	After learning	Revision for GCSE
Hydrological Cycle				Hydrograph			
Drainage basin				Discharge			
Watershed				Regime			
Weathering and mass movement				Permeability			
Erosion and deposition				Abstraction			
Hard and soft engineering				Flooding			

Learning Content	Before learning	After learning	Revision for GCSE
My knowledge domain - I can…			
Give the meaning of each of these terms: Interception, transpiration, infiltration, surface run-off and throughflow.			
Give the meaning of each erosion term: hydraulic action, abrasion, attrition, and solution.			
Give the meaning of each transport term: traction, saltation, suspension, and solution.			
Describe the main features of each of the following river landforms: V–shaped valley, waterfall, gorge, meander, ox-bow lake, floodplain, estuary.			
Describe the main processes that can change the shape of two river landforms.			
Recall three facts about one flash flood that I studied.			
Describe one type of hard engineering, and one type of soft engineering, used to manage rivers.			
My understanding domain - I can…			
Explain why water moves through one drainage basin more quickly than another because of the geology			
Explain why cutting down and planting trees can alter the stores/flows in a drainage basin.			
Explain why building towns and roads can alter the stores/flows in a drainage basin.			
Give two different reasons why people alter rivers.			
Explain why flood risk can be reduced by: Building dams; changing river channels (eg dredging); and land-use zoning in towns.			
My analysis domain - I can…			
Compare the shape of two contrasting hydrographs and use them to identify possible reasons for the differences in discharge that I have noted.			
Identify a range of impacts of flooding and sort these into positive and negative; social and economic consequences.			
Suggest why stakeholders (different groups of people) hold different views on river management and then explain why they have these views.			
My evaluation domain - I can…			
Weigh up the relative social, economic and environmental costs and benefits of river management.			
Show that I can make connections between the impact of river management in one place and the effects of the management further downstream.			
My decision making domain - I can…			
Rank the effectiveness of different strategies that attempt to reduce the flood risk.			
Use evidence to demonstrate why one river management strategy is more sustainable than another.			
Make suggestions to reduce tension between different groups of people (stakeholders) when management decisions are controversial.			

GCSE – Urban and Rural Processes and Change – P L C

How confident are you at defining and using these key pieces of vocabulary?

	Red	Amber	Green		Red	Amber	Green
Urban				Catchment Area			
Rural				Infill			
Urbanisation				Central Business District (CBD)			
Suburbanisation				Zone of Affluence			
Re-urbanisation				Zone of Deprivation			
Counter-urbanisation				Regeneration			
Commuting				Inequality			
Greenfield Site				Sustainable Community			
Brownfield Site				Egan's Wheel			
Range (the retail term!)				Honeypot Site			
Threshold Population				Multiculturalism			

Learning Content	😧	😐	😃
Knowledge: I can…			
Describe the processes of urbanisation, suburbanisation and re-urbanisation and identify key differences between them.			
Give the meaning of counter-urbanisation.			
Give the meaning of commuting.			
Give two examples of ways that rural areas in the UK are changing.			
Describe the distinctive features of at least three different zones within UK towns and cities.			
Give the meaning of greenfield and brownfield.			
Give the meaning of key retail terms – range, threshold population and catchment area.			
Describe the main features of high street and out-of-town retail locations.			
Describe how leisure use can damage the environment.			
Understanding: I can…			
Explain why people commute.			
Give three reasons why some people move from cities to the countryside.			
Explain why one region in the UK needs more houses.			
Give two reasons why some people leave rural areas of the UK.			
Give two reasons why retailing in some high streets is in decline.			
Analysis: I can…			
Use my understanding of the processes of urban change to suggest why towns/cities have different and distinctive zones (like areas that need regeneration).			
Identify the issues that arise from population change in at least one urban and one rural area of the UK.			
Evaluation: I can…			
Weigh up (evaluate) the advantages and disadvantages of building on greenfield sites.			
Weigh up the advantages and disadvantages of building on brownfield sites.			
Explain why different groups of people have different points of view about how to make urban or rural communities sustainable.			
Weigh up the advantages and disadvantages of leisure use on a rural honeypot.			
Weigh up the positive and negative impacts of major sporting events.			
Decision making: I can…			
Use evidence to demonstrate why one strategy to create sustainable communities might be effective.			
Identify recent changes in retailing and show that I can connect the causes and effects of change.			
Rank the effectiveness of strategies to manage a place that is under pressure from too many visitors.			

GCSE – Water resources and Management – P L C

How confident are you at defining and using these key pieces of vocabulary?

	Before learning	After learning	Revision for GCSE		Before learning	After learning	Revision for GCSE
Water footprint				Over – abstraction			
Water security				Water transfer scheme			
Water supply				Trans boundary river			
Water demand				Irrigation			
Fog harvesting				Hydro electric power (HEP)			

Learning Content	Before learning	After learning	Revision for GCSE
Knowledge: I can…			
Describe past and present global trends in water supply and demand.			
Describe the concept of water footprints and water security.			
Describe the 8 reasons from the UN that say why water security is important.			
Understanding: I can…			
Explain how **population change**, **economic growth**, **consumerism**, and **increasing demands** explain why supply and demand for water vary over time and place.			
Explain the concept of over – abstraction and problems caused by it in the Sahel region in Africa.			
Explain why dams create conflict between countries or regions who are upstream or downstream on the construction.			
Explain how water insecurity leads to problems with health in some regions in Africa e.g. Kano City, Nigeria.			
Analysis: I can…			
Categorise social, economic and environmental reasons why supply and demand for water varies over time and place.			
Explain reasons for water transfer schemes in South Africa and link reasons to physical and human factors.			
Identify the many diverse reasons for the construction of dams and how those different reasons, and the level of economic development of a country, create complex issues.			
Evaluation: I can…			
Weigh up the strengths and weaknesses of major water – transfer schemes e.g. LHWP for countries at differing stages of economic development.			
Weigh up the strengths and weaknesses of unusual ways of managing water e.g. fog harvesting in South Africa.			
Weight up whether over – abstraction has more implications for people or the environment in very poor regions of Africa e.g. Lake Chad.			
Decision making: I can…			
Justify alternative and more sustainable strategies for managing water in countries such as South Africa.			
Make suggestions as to how dams can be the answer to issues of growth and economic development e.g. in the Mekong river basin.			

GCSE – Climate Change – Personal Learning Checklist

How confident are you at defining and using these key pieces of vocabulary?

	Red	Amber	Green		Red	Amber	Green
Climate Change				Enhanced Greenhouse Effect			
Quaternary				Fossil Fuels			
Glacial				Greenhouse Gases			
Interglacial				Carbon Sink			
Greenhouse Effect				Carbon neutral			

Learning Content	😧	😐	😃
Knowledge: I can …			
I can describe how the global climate has changed including glacial and inter-glacial periods.			
I can give evidence for global warming			
I can give examples of how the effects of climate change can be addressed			
Understanding: I can …			
I can explain how natural processes that create the greenhouse effect.			
I can explain how human activity can contribute to global warming			
I can explain how individuals can play a part in reducing the risk of climate change.			
Analysis: I can …			
I can analyse different views, values and attitudes which are held on the issue of climate change			
Evaluation: I can …			
I can evaluate the contributions of local and national UK government and how they may try to reduce the risk of climate change			
I can explain the consequences (both positive and negative) of climate change for people and environments including: • Wildlife and habitats in the Arctic • Where people live and population movement (e.g. in London) • Tourism and tourist destinations (e.g. in the Maldives)			
Decision Making: I can …			
I can categorise examples of global initiatives (ideas) which can help reduce the impact of climate change			

GCSE – Weather & Climate – Personal Learning Checklist

	Red	Amber	Green		Red	Amber	Green
Weather				Anticyclone			
Climate				Latitude			
Pressure				Altitude			
Isobars							
Depression							

Learning Content	😧	😐	😃
Knowledge: I can …			
I can describe the climate of the UK including its seasonal variations			
I can describe the distribution of the main climatic regions of the world			
I can describe the features of the hot semi-arid climate zone			
Understanding: I can …			
I can explain the influence of global atmospheric circulation			
I can explain how global circulation creates areas of high and low pressure			
I can explain the distribution of tropical storms and drought			
Analysis: I can …			
I can analyse two contrasting extreme weather events located outside of the UK Eg Cyclone Idai and Australian Drought			
Evaluation: I can …			
Show that I can make connections between the location and frequency of tropical storms and drought and whether these have changed over time			
Show that I can make connections between the circulation of the atmosphere and movement of air between the poles and equator			
Decision Making: I can …			
I can categorise examples of global initiatives (ideas) which can help reduce the impact of climate change			