

UNIT: The Living World

Topic	DR	Em'	Asp'	Ex'
I can explain what an ecosystem is and describe an example of a small-scale ecosystem (pond).				
I can explain how energy flows through an ecosystem in relation to: the nutrients cycle, food chains, foodwebs.				
I can explain how specific changes and make an ecosystem become imbalanced (e.g. removing hedgerows and ponds being drained).				
I can describe the distribution of the global ecosystems with their brief characteristics. (Why are they located where they are? What grows there? Which animals are there? How does the climate impact this?)				
I can describe the physical characteristics of a tropical rainforest and state the distinctive characteristics of the: soils, plants, animals and climate.				
I can describe how plants have adapted within the rainforest and explain reasons for this.				
I can describe how animals have adapted within the rainforest and explain reasons for this.				
I can describe the global rates of deforestation.				
I can explain the causes of deforestation in a selected area including: subsistence and commercial farming, logging, road building, mineral extraction, energy development and settlement / population growth. (Case Study = Malaysian Rainforest).				
I can explain the impacts of deforestation in selected area including: economic development, soil erosion, loss of biodiversity and the contribution to climate change. (Case Study = Malaysian Rainforest).				
I can explain the ways that a rainforest in a selected area can be managed sustainably including: selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods and debt reduction. (Case Study = Malaysian Rainforest).				
I can describe the physical characteristics of a hot desert and state the distinctive characteristics of the: soils, plants, animals and climate.				
I can describe how plants have adapted within the rainforest and explain reasons for this.				
I can describe how animals have adapted within the rainforest and explain reasons for this.				
I can explain how a hot desert can create opportunities for development including: mineral extraction, energy, farming and tourism. (Case Study = Australian Outback).				
I can explain how a hot desert can cause challenges for development including: extreme temperatures, water supply and inaccessibility. (Case Study = Australian Outback).				
I can explain the causes of desertification including: climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion.				
I can describe strategies used to reduce the risk of desertification including: water and soil management, tree planting and the use of appropriate technologies.				

UNIT: Physical Landscapes of the UK (Coastal Landscapes).

Topic	DR	Em'	As'	Ex'
I can describe the different waves and their characteristics (constructive and destructive) and state how these affect different landforms along the coast.				
I can explain how different types of weathering can affect the coastline, such as: mechanical (freeze-thaw), chemical (carbonation) and biological.				
I can explain how different types of mass movement affect the coastline (e.g. - slumping, sliding, mudflows and rockfalls).				
I can explain the processes of erosion: Hydraulic Action, Attrition, Solution and Abrasion.				
I can describe the process of longshore drift and give reasons for it. I can also draw a fully annotated diagram of longshore drift.				
I can also describe transportation processes such as: Traction, Solution, Suspension and Saltation.				
I can explain how the geological structure and rock type influences coastal forms.				
I can describe the characteristics of, and explain the formation of headland and bays. (Erosion landform).				
I can describe the characteristics of, and explain the formation of wave-cut platforms. (Erosion landform).				
I can describe the characteristics of, and explain the formation of caves, arches, stacks and stumps (Erosion landforms).				
I can describe the characteristics of, and explain the formation of spits and bars. (Deposition landform).				
I can describe the characteristics of, and explain the formation of beaches. (Deposition landform).				
I can describe the characteristics of, and explain the formation of sand dunes. (Deposition landform).				
I can give an example of a section of coastline in the UK and identify its major landforms of erosion and deposition. (Case Study = Holderness Coast).				
I can describe the costs and benefits of coastal management strategies.				
I can give examples of hard engineering strategies such as: sea walls, rock armour, gabions and groynes.				
I can give examples of soft engineering strategies such as: beach nourishment and re-profiling, management retreat / coastal realignment and dune regeneration.				
I can give an example of a coastal management scheme in the UK to show: the reasons for management, the management strategy and the resulting effects and conflicts. (Case Study = Holderness).				

UNIT: Physical Landscapes of the UK (River Landscapes).

Topic	DR	Em'	Asp'	Ex'
I can describe the long profile of a river and the changing cross-profiles of a river and its valley.				
I can explain fluvial processes of erosion: Hydraulic Action, Attrition, Solution and Abrasion.				
I can describe fluvial transportation processes such as: Traction, Solution, Suspension and Saltation.				
I can describe the reasons for deposition (why does the river drop sediment?)				
I can describe distinctive fluvial landforms by explaining the formation of interlocking spurs. (Erosion landform).				
I can describe distinctive fluvial landforms by explaining the formation of waterfalls. (Erosion landform).				
I can describe distinctive fluvial landforms by explaining the formation of gorges. (Erosion landform).				
I can describe distinctive fluvial landforms by explaining the formation of meanders. (Erosion and deposition landform).				
I can describe distinctive fluvial landforms by explaining the formation of ox-bow lakes. (Erosion and deposition landform).				
I can describe distinctive fluvial landforms by explaining the formation of levees. (Deposition landform).				
I can describe distinctive fluvial landforms by explaining the formation of flood plains. (Deposition landform).				
I can describe distinctive fluvial landforms by explaining the formation of estuaries. (Deposition landform).				
I can give an example of a river valley in the UK, identifying its major landforms of erosion and deposition. (Case Study = River Tees).				
I can describe the elements that aid the global search to satisfy the increasing demand for food.				
I can explain how physical and human factors affect the risk of flooding, including: precipitation, geology, relief and land use.				
I can explain why we use hydrographs to show the relationship between precipitation and discharge.				
I can describe the costs and benefits of river management strategies.				
I can give examples of hard engineering strategies such as: dams and reservoirs, straightening, embankments and flood relief channels.				
I can give examples of soft engineering strategies such as: flood warnings and preparation, flood plan zoning, planting trees and river restoration.				
I can give an example of a flood management scheme in the UK to show: why the scheme was required, the management strategy and the social, economic and environmental issues. (Case Study = River Thames or River Severn).				

UNIT: Urban Issues and Challenges.

Topic	DR	Em'	Asp'	Ex'
I can describe how the world's cities populations are growing and the distribution of these.				
I can explain the emergence of mega cities and the factors that influence this (push and pull factors).				
I can describe how Rio has grown as a global city (including land zones in the city).				
I can describe and categorise a series of social challenges in Rio (Heath, Education, Water Supply and Energy).				
I can describe and categorise a series of solutions to social challenges in Rio (Heath, Education, Water Supply and Energy).				
I can describe the types of employment available in Rio (formal and informal).				
I can describe and categorise a series of economic challenges in Rio (Unemployment and Crime).				
I can describe and categorise a series of solutions to economic challenges in Rio (Unemployment and Crime).				
I can describe and categorise environmental challenges in Rio (Air Pollution / Traffic Congestion, Water Pollution and Waste Pollution)				
I can describe and categorise a series of solutions to environmental challenges in Rio (Air Pollution / Traffic Congestion, Water Pollution and Waste Pollution).				
I can describe the location of favelas and explain why they have grown so quickly in Rio.				
I can describe and categorise information about the challenges of squatter settlements (Construction, Services, Crime, Health and Unemployment).				
I can explain different methods for improving squatter settlements.				
I can summarise a specific project for improving squatter settlements: Favela Bairro Project. (Evaluate its effectiveness)				
I can describe the distribution of the population in the UK and state how it may change in the future.				
I can summarise London as a case study, including: location, why it is an important international city, how it's impacted by migration, changes affecting the city, social opportunities, cultural opportunities, industrial changes, economic opportunities, environmental challenges (including waste), environmental improvement opportunities (integrated transport systems and urban greening, responses to waste disposal), social inequality (two contrasting areas), new housing plans (brownfield vs greenfield developments).				
I can explain why Stratford (Newham) went into decline and state how it was regenerated. (I can evaluate the success of this regeneration strategy.				
I can describe elements of urban sustainability.				
I can summarise the social, economic and environmental planning in Curitiba as part of urban redevelopment (including how water and energy supplies can be made more sustainable)				
I can summarise the issues with traffic in Curitiba and explain urban transport strategies here.				

UNIT: The Changing Economic World (The Development Gap and Nigeria: NEE)

Topic	DR	Em'	Asp'	Ex'
I can describe the term 'development' and a selection of ways to measure it: GNI, HDI and Quality of Life.				
I can compare and contrast the different ways to measure development.				
I can evaluate the different measure of development (strengths and weaknesses)				
I can describe the demographic transition model and summarise the occurrences in each phase.				
I can construct a population pyramid and compare and contrast two different counties which have different shapes.				
I can apply population pyramids to different stages of the Demographic Transition Model.				
I can describe the causes of uneven development: physical, economic and historical.				
I can summarise the imbalances between the rich and poor: wealth and health.				
I can describe and categorise the different types of migration. (Middle East Refugee Crisis - 2015 and Economic Migration to the UK).				
I can summarise a series of strategies to reduce the development gap: investment, industrial development and tourism. Examples = Foreign Investment in Africa and Industrial Development in Malaysia.				
I can evaluate tourism in Jamaica as a way to reduce the development gap (how has it contributed to Jamaica's development?)				
I can categorise the different types of aid (short-term, long-term, bilateral, multilateral, voluntary and tied). Examples = UK aid to Pakistan and Goat Aid from Oxfam.				
I can describe how intermediate technology can reduce the development gap. Example = Irrigation at Adis Nifas - Ethiopia.				
I can explain the difference between free trade and Fairtrade. Example = Fairtrade farmers in developing countries.				
I can summarise the ways that debt relief and microfinance loans can reduce the development gap. Microfinance example = Grameen Bank - Bangladesh.				
I can describe the location of Nigeria and summarise its global importance and importance in Africa as a whole.				
I can categorise Nigeria's context: politically, socially (regional variations) culturally and environmentally.				
I can explain how and why Nigeria's political links have changed (African Union, ECOWAS, UN, CEN-SAD and OPEC).				
I can summarise information about Nigeria's oil trade and agricultural trade as a source of income.				
I can summarise how Nigeria's economy is changing over time including manufacturing and its links to economic development.				
I can summarise the positives and negatives of transnational corporations in Nigeria. Examples = Unilever and Shell Oil in the Niger Delta.				
I can explain why Nigeria receives international aid and summarise the impacts of this aid (the benefits and ways it is not used effectively). Example = Aduwan Health Centre.				
I can categorise different environmental impacts of Nigeria's economic growth: industrial growth, urban growth, commercial farming and deforestation and mining and extraction. Example = Bodo Oil Spill 2008/09.				
I can evaluate whether economic development in Nigeria has actually affected the quality of life for people.				

UNIT: The Challenges of Natural Hazards (Natural Hazards and Tectonic Hazards, Weather Hazards and Climate Change).

Topic	DR	Em'	Asp'	Ex'
I can describe the term 'natural hazard' and associated key terms.				
I can name a series of natural hazards (including what these look like and where is affected in the world).				
I can explain the different factors that affect risk .				
I can describe the distribution of earthquakes and volcanoes .				
I explain the differences between destructive , constructive and conservative plate margins.				
I know the main features of an earthquake and two different ways of measuring earthquakes.				
<u>Using named examples</u> of a tectonic hazard in both rich and poor countries. I can: (1) Explain why the tectonic hazard happened there, (2) Describe the effects that resulted from the earthquakes both primary and secondary. (3) Describe what was done after the earthquake (responses), both in the long and short term.				
I can explain why earthquakes cause more loss of life in poor than in rich countries.				
I can explain why people continue to live in areas at risk of tectonic hazards .				
I can explain how monitoring, planning and prediction of tectonic hazards can reduce their effects.				
I can describe the global atmospheric circulation model .				
I can explain how the global atmospheric circulation model affects weather around the world.				
I can describe the distribution of tropical storms .				
I can explain the causes of a tropical storm .				
<u>Using a named example</u> I can describe and explain the primary and secondary impacts of tropical storms .				
I can assess and evaluate methods of responses tropical storms in both the long and the short term <u>using a named example</u> .				
I can explain how tropical storms might be affected by global warming .				
I can explain how monitoring, planning and prediction of tropical storms can reduce their effects.				
I can explain the cause of an extreme weather event <u>using an example</u> .				
I can describe and expel the social, economic and environmental <u>using an example</u> .				
I can identify evidence of the weather becoming more extreme <u>using an example</u> .				
I can explain how extreme events can be managed to reduce the impacts.				
I can assess and evaluate the impact that weather conditions have upon people homes, lives, agriculture, health and transport.				
I can explain the evidence both for and against climate change .				
I can explain both the natural and human causes of climate change.				
I can assess and evaluate the economic, social, environmental and political impacts of climate change both on the world and the UK.				
I can describe and evaluate the mitigation strategies used to reduce the impact of global climate change on a local, national and international level.				
I can describe and evaluate the adaption strategies used to reduce the impact of global climate change on a local, national and international level.				

UNIT: The Challenges of Resource Management

Topic	DR	Em'	Asp'	Ex'
I can define what a resource is.				
I can describe the uneven distribution of: food, water and energy.				
I can explain why resources such as food, water and energy are unevenly distributed around the world.				
I can describe how the demand for food is changing in the UK.				
I can categorise information about opportunities and challenges faced by the UK in the provision of food.				
I can describe the difference between organic farming and agribusiness.				
I can describe how the demand for water is changing in the UK.				
I can categorise information about opportunities and challenges faced by the UK in the provision of water (e.g. water transfer schemes).				
I can describe ways that water gets polluted and ways that this can be managed.				
I can describe how the demand for energy is changing in the UK.				
I can categorise information about opportunities and challenges faced by the UK in the supply of energy (e.g. fossil fuels, fracking, nuclear and renewable energy).				
I can explain how and why the global energy demand is rising and describe the global distribution of this.				
I can describe the costs and impacts of energy insecurity, including the exploitation of energy resources (Arctic example).				
I can briefly give reasons for conflict around energy supply.				
I can give examples for how energy supplies can be increased including both renewable energy and non-renewable energy.				
I can explain the advantages and disadvantages of extracting natural gas (including an example of the Amazon extraction).				
I can explain how sustainable energy can be supplied and give examples for moving towards a sustainable energy supply by reducing energy demand (Malmo, Sweden example).				
I can give details of a local sustainable energy scheme and how this benefits the community (Chambamontera micro-hydro scheme).				