Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 1.1 Distinctive Landscapes of the UK

S = I have Summarised ✓   O = I have Organised (RAG or ☺☺☹)   R = I have Recalled ✓   T = I have Tested Myself ✓

Component 1 Changing Physical and Human Landscapes Theme 1 Landscapes and Physical Processes (Core) Key Idea: 1.1 Distinctive Landscapes of the UK	S	O	R	T
AO1 KNOWLEDGE I can…				
Identify the major countries and capitals of the United Kingdom (England, Wales, Scotland, N. Ireland)				
Define the terms: Upland, Lowland, Geology, Physical, Human				
Describe the distribution of Upland/Lowland areas in the UK				
Locate a named River Landscape (e.g. River Severn) and Coastal landscapes in the UK (e.g. Barton on Sea)				
State factors that make the UKs landscapes unique				
Give specific examples of what makes **one** distinctive landscape you have studied unique e.g. Lake District National Park				
To know the meaning of the terms; Honey pot sites, Visitor Pressure, Changing Carrying capacity,				
Describe how the economy and society has changed in rural areas such as the Lake District National Park.				
Describe strategies to manage landscapes (such as the Lake District National Park); to include management of visitors and to repair damage (footpath repair)				
AO2 UNDERSTANDING I can…				
Explain how geology is linked to the distribution of distinctive landscapes (e.g. how it affects the location of Upland/Lowland areas)				
Explain negative impacts created by human activity in **one** distinctive landscape e.g. cycle of footpath erosion and other environmental/social/economic issues.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Suggest why stakeholders (different groups of people) hold different viewpoints about distinctive landscapes				
Weigh up (evaluate) the positive and negative impacts of visitor pressure and changing rural economies and societies.				
Weigh up (evaluate) and rank order the success of strategies to manage landscapes in order to justify a decision.				
AO4 GEOGRAPHICAL SKILLS I can…				
Study a photograph of a landscape that I haven't seen before and identify landforms at different scales and create annotated Field Sketches.				
Interpret Geological Maps				
Carry out a bi-polar survey to assess a distinctive landscape				
Define and give examples of qualitative and quantitative data				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 1.2a Landform process and change (Rivers)

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Component 1 Changing Physical and Human Landscapes Theme 1 Landscapes and Physical Processes (Core) Key Idea: 1.2a Landform process and change in two different and distinctive landscapes (RIVERS)	S	O	R	T
AO1 KNOWLEDGE I can…				
Describe these processes of fluvial (river) erosion: Hydraulic Action, Abrasion, Attrition, and Solution.				
Describe how material is transported in a river during: Traction, Saltation, Suspension, Solution and deposited				
Draw a labelled diagram/Describe the features of these landforms: V–shaped valley, waterfall (including plunge pool), gorge, meander (including slip-off slope), floodplain (including levees)				
Outline river management strategies to reduce the effects of erosion.				
AO2 UNDERSTANDING I can…				
Explain the formation of V-shaped Valleys				
Explain how different types of geology (rock type) lead to the development of a waterfall (gorge and plunge pool)				
Explain the formation of meanders and oxbow lakes				
Explain how climate (e.g. seasons) and extreme weather affect river discharge and the rate at which river landforms change.				
Explain how human intervention can lead to unintended consequences in rivers.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Weigh up (evaluate) the advantages and disadvantages of river management strategies				
Justify whether human intervention should take place to reduce the effects of erosion.				
AO4 GEOGRAPHICAL SKILLS I can…				
Identify and describe river landforms on an O.S. Map using map evidence.				
Study a photograph/satellite image of a river landscape that I haven't seen before and identify landforms at different scales.				
Draw and interpret river cross-sections.				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography
Key Idea: 1.2b Landform process and change (Coasts)

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Component 1 Changing Physical and Human Landscapes Theme 1 Landscapes and Physical Processes (Core) Key Idea: 1.2b Landform process and change in two different and distinctive landscapes (COASTS)	S	O	R	T
AO1 KNOWLEDGE I can…				
Define the term Fetch, Prevailing Wind, Relative Resistance				
Describe processes of Coastal Erosion; Abrasion, Attrition and Hydraulic Action				
Describe the process of Longshore Drift (transportation)				
Describe types of weathering (Slope Processes)				
Describe strategies to manage coastal erosion (Soft and Hard Engineering)				
Locate and describe UK coastlines with distinctive landforms and different rates of change (Barton on Sea (Soft Rock), Southerndown (Hard Rock), Swanage Bay (Old Harry) – Discordant, Lulworth Cove – Concordant)				
AO2 UNDERSTANDING I can…				
Explain why cliffs retreat (Explain why rock falls occur on hard rock cliffs and landslides occur on soft rock cliffs)				
Explain the formation of distinctive coastal landforms and features: • Headlands and Bays • Cliffs (including Bedding Planes), and Wave-Cut Platforms (including Wave-Cut Notches and Rock pools) • Arches and Stacks • Beaches and Spits				
Explain why sediment supply affects coastal erosion				
Explain how these factors affect the rate of landform change at the coast: - Geology (relative resistance and structure of local rocks) - Climate (including fetch, prevailing wind and extreme weather events) - Human Activity (e.g. management)				
Explain why human activity (management) can lead to unintended consequences.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Weigh up (Evaluate) the impacts of Human Intervention to reduce the effects of erosion.				
Justify whether human intervention should take place to reduce the effects of erosion.				
AO4 GEOGRAPHICAL SKILLS I can…				
Use a map to identify parts of the UK with a large/small Fetch.				
Identify and describe coastal landforms on an O.S. Map using map evidence.				
Study a photograph/satellite image of a coastal landscape that I haven't seen before and identify landforms at different scales.				
Calculate mean frequency (recurrence interval) of a hazard e.g. landslide				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography
Key Idea: 1.3 Drainage Basins of the UK

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Component 1 Changing Physical and Human Landscapes Theme 1 Landscapes and Physical Processes (Core) Key Idea: 1.3 Drainage Basins of the UK	S	O	R	T
AO1 KNOWLEDGE I can…				
Identify Flows and Stores of water in UK drainage basins (Hydrological Cycle)				
Define the terms interception, infiltration, throughflow and overland flow				
Describe how water passes through the Hydrological Cycle (Label a Diagram)				
Outline the effects of flooding in **one** location in the UK (Tewkesbury, River Severn)				
Describe strategies for river channel and drainage basin management in the UK to reduce the risk of flooding (Soft and Hard Engineering, and Land Use Zoning).				
AO2 UNDERSTANDING I can…				
Explain a range of factors which affect river discharge and result in River Flooding: - Physical Factors (including climate, vegetation and geology) - Human Factors (e.g. urbanisation)				
Explain the cause of flooding in **one** location in the UK (Tewkesbury, River Severn).				
Explain how Soft and Hard Engineering, and Land Use Zoning can reduce River Flooding.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Assess whether we should continue to build homes on floodplains.				
Evaluate conflicting viewpoints over river/floodplain management and floodplain development (for example, the building of new homes) current and future.				
To decide on the best strategy(ies) to manage flooding in the future.				
AO4 GEOGRAPHICAL SKILLS I can…				
Draw and interpret an Annual River Regime (yearly flow of a river)				
Draw and analyse a Flood Hydrograph				
Interpret O.S. Maps/Photographs/Satellite Images to identify flood risks.				
Understand the terms Flood Frequency and Flood Magnitude				
Calculate mean frequency (recurrence interval) of a hazard e.g. flood				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 2.1 The Urban-rural continuum

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Component 1 Changing Physical and Human Landscapes Theme 2: Rural-Urban Links Key Idea: 2.1 The Urban-rural continuum	S	O	R	T
AO1 KNOWLEDGE I can…				
Describe the overall pattern of urban areas in the UK (naming example areas).				
Define the terms urban-rural continuum, sphere of influence, commuting and counter-urbanisation.				
Place types settlements into a hierarchy/along the urban-rural continuum and identify characteristics of these settlements.				
List services found in different types of settlements.				
Give examples of how technology is helping to change rural areas.				
Define the term sustainable community (using examples from the Egan's Wheel).				
Describe examples of sustainable rural strategies.				
AO2 UNDERSTANDING I can…				
Explain why urban areas have a greater sphere of influence				
Explain why some people move from cities to the countryside (counter-urbanisation).				
Explain why people commute and why this can cause issues (e.g. transport issues).				
Give reasons why services, such as shops or schools, close in some rural places (including changes in technology, commuting and second homes)				
Give reasons why some rural areas are experiencing depopulation and poverty (deprivation) and not others e.g. Scottish Highlands versus Rural Suffolk (East Anglia)				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Weigh up (evaluate) the strengths and weakness of various strategies that may help make rural communities sustainable (using stakeholders viewpoints).				
AO4 GEOGRAPHICAL SKILLS I can…				
Define the term Population Density and know how and why this varies around the UK.				
Analyse maps/graphs/data using TEA to show changes in population, transport, deprivation e.g. flow lines maps of commuter flows, choropleth maps of deprivation scores.				
Compare population pyramids of urban areas and different rural areas.				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography
Key Idea: 2.2 Population and Urban Change

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Component 1 Changing Physical and Human Landscapes Theme 2: Rural-Urban Links Key Idea: 2.2 Population and Urban Change	S	O	R	T
AO1 KNOWLEDGE I can…				
Describe how the UKs population has changed in the last 150 years				
Define the term birth rate, ageing population, migration				
Identify the 8 features of a Sustainable Community (The Egan's Wheel) and describe an example of a sustainable urban community (BedZed).				
Define the terms Greenfield site and Brownfield site				
Describe the location and features of **one named** Greenfield site and **one named** Brownfield site in the UK (Before and After)				
Describe how UK highstreets have changed (include Clone Towns) and can be improved.				
AO2 UNDERSTANDING I can…				
Explain why the UK has: - Fairly low Birth Rates and very low death rates (leading to Natural Increase). - An ageing Population. - More migration into the country than out of the country. *Give Social, Political and Economic factors (reasons) for these.*				
Explain why (and where) new houses are needed in the UK				
Explain the consequences of an Ageing Population in the UK				
Give a range of factors which have changed retailing (shopping) in the UK *(including Economic, Cultural and Technological Changes)*				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Suggest why it is a challenge to create Sustainable Urban Communities in the UK				
Suggest why stakeholders (different groups of people) hold different views about new housing in the UK				
Suggest why stakeholders (different groups of people) hold different views about migration.				
Weigh up (evaluate) the costs and benefits of Out-of-Town Shopping and Internet Shopping				
Decide whether it is better to build on Brownfield or Greenfield sites.				
Rank order strategies for improving the retail environment (the High Street)				
AO4 GEOGRAPHICAL SKILLS I can…				
Construct and read a line graph of population change over time.				
Read a stacked bar chart showing changed in the UKs population due to migration and births minus deaths.				
Create and read a Choropleth Map/Located Bar Map.				
Interpret the UKs population Pyramid				
Calculate net migration (immigration – emigration) and natural population change (births – deaths)				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 2.3 Urban Issues in Contrasting Global Cities

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Component 1 Changing Physical and Human Landscapes Theme 2: Rural-Urban Links Key Idea: 2.3 Global Cities	S	O	R	T
AO1 KNOWLEDGE I can…				
Define the terms urbanisation and globalisation				
Describe which parts of the World are experiencing rapid urbanisation and how this has changed over time.				
Define the terms Mega City and Global City				
Identify features of a Global City using examples				
Give specific examples to show one Global City in a **LIC/NIC (Mumbai)** and one Global City in a **HIC (London)** are connected to the rest of the World.				
Describe the way of life (housing, jobs, lifestyles) and challenges in one Global City in a **LIC/NIC** and one Global City in a **HIC**				
Define and give examples/features of the Informal Economy found in LICs/NICS				
Describe strategies to reduce poverty/deprivation and provide housing in each city.				
AO2 UNDERSTANDING I can…				
Give a range of Push and Pull Factors to explain why people migrate from Rural to Urban areas or to different parts of a city (and reasons for Counter-urbanisation in HICs)				
Explain the cause of Natural Population change (Natural Increase) *reasons for Higher Birth Rates in LICs/NICs (compared to HICs).*				
Identify the advantages and disadvantages of informal employment				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Evaluate the advantages and disadvantages of an Informal Economy.				
Assess the costs and benefits of attempts to overcome Urban challenges in each Global City. Compare the success of strategies to reduce poverty/deprivation and providing housing in the **LIC/NIC** and **HIC** cities.				
Justify whether wholesale slum clearance is the best solution for Mumbai				
AO4 GEOGRAPHICAL SKILLS I can…				
Describe the pattern of urbanisation/city distribution using a World Map.				
Calculate percentage and percentage change (increase/decrease).				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 4 Coastal Hazards and their Management

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Component 1 Changing Physical and Human Landscapes Theme 4 Coastal Hazards and their Management (OPTION) Key Idea 4.1: Vulnerable coastlines Key Idea 4.2: Managing coastal hazards	S	O	R	T
AO1 KNOWLEDGE I can…				
State factors that increase vulnerability to coastal erosion/flooding using named locations at different levels of development e.g. Essex/Thames coastline and Maldives. *Categorise these factors Physical and Human (Social and Economic).*				
Describe a range of "hard" and "soft" engineering strategies (used to reduce coastal erosion and flooding)				
Define Hold the Line and Managed Retreat				
Outline different opinions about how **one** low lying coastline at risk of sea level rise should be managed				
Describe challenges facing Small Island States due to sea level rise (e.g. Maldives)				
Define the term cost-benefit.				
AO2 UNDERSTANDING I can…				
Explain why severe weather events (e.g. hurricanes and storm surges) and climate change (sea level rise and storminess) increase vulnerability to coastal erosion and flooding. *Explain how storm surges are formed.*				
Explain why it is necessary to manage coastlines at a regional/national scale using Shoreline Management Plans.				
Explain how hazard mapping and emergency planning can help to reduce risk of coastal flooding.				
Explain social and economic factors which make some coastal communities more vulnerable than others (at different levels of development) Maldives vs Essex/Thames.				
Explain why sea level rise creates environmental refugees.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Evaluate the strengths and weaknesses of attempts to manage coastlines using different stakeholder opinions.				
Assess why some coastlines are protected and others are not (e.g. Hold the Line vs Managed Retreat/Do nothing) e.g. locations along the Thames/Essex Coastline				
Justify management strategies used by countries at different levels of development are tackling sea level rise (using the concept of cost-benefit) Maldives vs UK				
AO4 GEOGRAPHICAL SKILLS I can…				
Give the latitude and longitude of a location.				
Use map/graph/data evidence to identify why some coasts are more/less vulnerable				
Describe how the magnitude (strength) of a Hurricane is measured.				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 5.1 Climate Change during the Quaternary Period

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Component 2 Environmental and Development Issues **Theme 5: Weather, Climate and Ecosystems (Core)** **Key Idea: 5.1 Climate Change during the Quaternary Period**	**S**	**O**	**R**	**T**
AO1 KNOWLEDGE I can…				
State what is meant by Quaternary Period (what time period does it cover?)				
Define the terms *glacial* and *inter-glacial*.				
Describe how the climate changed during the Quaternary Period.				
State the natural causes of climate change.				
Identify the main greenhouse gases and the human activities which create these.				
Outline the carbon cycle (Draw a labelled diagram including stores/flows/ processes).				
Describe sources of evidence used to show our climate has changed (including Ice Cores and CO_2 measurements).				
Describe how CO_2 levels have changed in the last 50 years (Keeling curve).				
AO2 UNDERSTANDING I can…				
Explain how volcanic eruptions cause global cooling.				
Explain other natural causes of climate change.				
Explain how humans are creating an enhanced Greenhouse Effect.				
Explain how human activity affects the carbon cycle.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Weigh up arguments about whether global warming is a natural or man-made phenomenon.				
Evaluate the validity of evidence used to prove our climate has changed (including Ice Cores and CO_2 measurements).				
AO4 GEOGRAPHICAL SKILLS I can…				
Interpret evidence from CO_2 and temperature graphs to analyse the relationship between CO_2 levels and temperature changes, and make conclusions.				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography
Key Idea: 5.2 Weather Patterns and Process

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Component 2 Environmental and Development Issues Theme 5 Weather, Climate and Ecosystems Key Idea: 5.2 Weather Patterns and Process	S	O	R	T
AO1 KNOWLEDGE I can…				
Give the difference between the terms: Weather and Climate				
Describe the global circulation of the atmosphere (draw a labelled diagram to show how heat is circulated around the globe and locate areas of high/low pressure).				
Describe the global distribution of hurricanes/cyclone and heatwaves/droughts.				
State Social (people), Economic and Environmental consequences of a **located Low Pressure Hazard (California Drought)** and a **located High Pressure Hazard (Cyclone Pam)**				
Describe how people respond to these hazards.				
Describe the pattern of rainfall and temperature in different regions of the UK (Comparing SW, NW, SE, NE regions)				
Describe the weather associated with a Depression and Anti-cyclone in the UK				
Identify factors which create a Micro-Climate.				
AO2 UNDERSTANDING I can…				
Use my understanding of the global circulation of the atmosphere to explain why some parts of the world have High or Low Pressure.				
Explain the formation (cause) of a **located Low Pressure Hazard (Hurricanes e.g. Cyclone Pam)** and a **located High Pressure Hazard (Drought in California).** *Use diagrams to explain their features/formation.*				
Explain why weather hazards occur seasonally and are increasing in frequency and magnitude.				
Explain how temperature and rainfall in the UK is affected by latitude, altitude and ocean currents.				
Explain how maritime and continental climates (and air masses) affect the UK.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Assess (evaluate) the impacts of weather hazards by comparing their Social, Economic and Environmental consequences *(Consider Short & Long Term impacts, and impact on locations at Different Levels of Development)*				
Weigh up (evaluate) the success of different responses to Weather Hazards.				
AO4 GEOGRAPHICAL SKILLS I can…				
Calculate mean frequency (recurrence interval) of a hazard				
Understand what is meant by magnitude and how the magnitude of these hazards is changing				
Draw and interpret climographs of different locations				
Read synoptic weather maps/satellite images to show understanding of low/high pressure and weather hazards.				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Ideas: **5.3 Processes and Interactions within Ecosystems**

5.4 Human Activity and Ecosystem Processes

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Component 2 Environmental and Development Issues Theme 5 Weather, Climate and Ecosystems **Key Idea 5.3 Processes and Interactions within Ecosystems** **5.4 Human Activity and Ecosystem Processes**	S	O	R	T
AO1 KNOWLEDGE I can…				
Describe the global distribution of the main large-scale ecosystems (biomes) Tropical Rainforest and Savanna Grassland (*also Desert, Temperate Forest and Tundra*)				
Identify living (Biotic) and non-living (Abiotic) parts of an Ecosystem, and know how they are linked.				
Describe and compare the distinctive characteristics of Tropical Rainforest and **one** contrasting biome (Savanna Grassland); including climate, vegetation and food webs, and processes; nutrient cycles, water and carbon cycles.				
Define the term Biodiversity, Soil Erosion, Mono-culture and Intensive Farming				
Outline key services ecosystems provide for people				
Describe the key features of **one** located small-scale ecosystem (Sand-Dunes, e.g. Perranporth, UK)				
Identify examples of how people use different ecosystems for food, energy and water				
Describe how people use **one** environment for energy production e.g. Amazon				
Outline a range of Sustainable Management Strategies for Tropical Rainforest and **one** contrasting biome (Savanna Grassland) including Zoning (Buffer Zones) in National Parks and Wildlife Corridors.				
AO2 UNDERSTANDING I can…				
Explain the distribution of large-scale ecosystems (biomes) by linking to Global Climate Patterns (of temperature, pressure and precipitation)				
Explain why human activity in **one** located small-scale ecosystem (Sand-Dunes, e.g. Perranporth, UK) affects biodiversity, local flows, cycles and processes.				
Explain how human activity in Tropical Rainforest and **one** contrasting biome (Savanna Grassland) affects biodiversity, soil/soil structure, water and carbon cycles and climate.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Weigh up (evaluate) the impacts of using **one** environment (e.g. Amazon) for energy production on the environment, ecosystems and biodiversity.				
Assess (evaluate) the impacts of food production in Tropical Rainforest and **one** contrasting biome (Savanna Grassland); at a Local Scale and a Regional Scale				
Justify which is the best Sustainable Management Strategies for Tropical Rainforest and **one** contrasting biome (Savanna Grassland).				
AO4 GEOGRAPHICAL SKILLS I can…				
Analyse climographs, maps, satellite images and photographs of different biomes.				
Draw and interpret a Transect and Kite Diagram (through the zones of a sand dune)				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 6.1 Measuring Global inequalities

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Component 2 Environmental and Development Issues **THEME 6** Development and Resource Issues (Core) **KEY IDEA: 6.1 Measuring Global inequalities**	**S**	**O**	**R**	**T**
AO1 KNOWLEDGE I can…				
Describe different ways of measuring economic development (National Wealth).				
Describe the general global patterns of economic development (Shown by Brandt line).				
Define the terms Continuum of Economic Development and the Development Gap				
Define and give examples of Primary/Secondary/Tertiary/Quarternary employment.				
Describe how employment structure changes over time (the percentage of people employed in Primary/Secondary/Tertiary/Quarternary).				
Outline the World Bank categories for Economic Development (LIC, LMIC, UMIC, HIC).				
AO2 UNDERSTANDING I can…				
Explain why a country's level of economic development changes over time.				
Explain why the development gap is said to be 'dynamic'				
Give reasons why the development gap changes over time.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Weigh up the usefulness and limitations of measures of economic development.				
Assess the evidence that suggests that NICs are closing the development gap much more quickly than LICs.				
Decide whether the Brandt Line of 1980 is still relevant today.				
AO4 GEOGRAPHICAL SKILLS I can…				
Understand what each development indicator (measure) shows and give the units e.g. %, $ per person. *Whether a high or low amount shows us if a country is more developed.*				
Rank order countries according to their development measures.				
Use evidence from maps, graphs or tables of data, to compare global patterns of uneven development in two contrasting regions of the world.				
Extract information about global development from maps and data to summarise trends over time.				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

Key Idea: 6.2 Uneven Development

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Component 2 DEVELOPMENT AND RESOURCES ISSUES THEME 6 Development and Resource Issues (Core) KEY IDEA: 6.2 Uneven Development	S	O	R	T
AO1 KNOWLEDGE I can…				
Define the terms: imports, exports and trade blocs				
Outline protectionist policies: tariffs, subsidies and quotas.				
Define the term Globalisation, Globalised Economy and MNC (Multi-National Company)				
Outline an example of an MNC in the UK (Tata) and one other named country (LIC or NIC) (Nike).				
Describe what attracts tourist to one **LIC (the Gambia)** and one **NIC (Vietnam)**.				
Define the term "enclave tourism".				
Outline and give examples of International Aid from Governments and NGOs (Non-Government Organisations) including: Emergency Aid (e.g. Shelter Box/Oxfam), Long-Term Development Aid (COVAMS/Water Aid) and Development Targets (United Nations SDGs).				
Describe one Fair Trade strategy				
AO2 UNDERSTANDING I can…				
Explain why global trade has led to uneven development around the world.				
Explain the impacts of protectionist policies on the development of one **LIC (Malawi)** and one **NIC (India)**				
Explain the cause of Globalisation (including technology and communications)				
Give reasons why MNCs locate in more than one country (Nike/Tata)				
Explain the benefits and disadvantages of MNC investment on the environment, economy and society in the UK (Tata) and one other named country LIC or NIC (Nike)				
Explain the impacts of tourism on the development of one **LIC (the Gambia)** and one **NIC (Vietnam)**. *Include impacts on employment, the environment, culture and infrastructure*				
Explain why some countries can become over-reliant on tourism.				
Explain how Fair Trade can benefit some countries (e.g. Ghana).				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Justify whether global trade benefits some countries more than others.				
Evaluate whether investing in tourism will reduce uneven development.				
Evaluate the advantages and disadvantages of MNCs on development in the UK and one other named country (LIC or NIC). **Nike case study (SE Asia/USA) and Tata case study (UK/India).**				
Evaluate the costs and benefits of Fair Trade (Ghana).				
Decide which strategy (ies) are best to reduce the development gap.				
Assess whether it is possible to close the development gap.				
AO4 GEOGRAPHICAL SKILLS I can…				
Locate using latitude and longitude				
Extract development information from a large data set and identify patterns or trends.				
Select appropriate methods to present development data (map/graphs).				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1)

Geography

Key Idea: 6.3 Water Resources and their management

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Component 2 DEVELOPMENT AND RESOURCES ISSUES THEME 6 Development and Resource Issues (Core) KEY IDEA: 6.3 Water Resources and their management	S	O	R	T
AO1 KNOWLEDGE I can…				
Describe how global trends in water consumption have changed.				
Identify different uses of water.				
Define the terms water footprints and water security.				
Describe strategies to manage water supplies, including; construction of reservoirs for water supply/irrigation, water transfer schemes and the abstraction of ground-water				
Describe one located example where a water resource is being managed across an international boundary (e.g. Colorado River, USA/Mexico)				
Locate an area where groundwater is being over-abstracted and describe uses for the water (India).				
Outline examples of small-scale water management technologies.				
AO2 UNDERSTANDING I can…				
Explain why demand for water is increasing, including; population growth, agricultural change, and the growth of consumerism.				
Explain why people need to manage water supplies.				
Explain the consequences of managing water across an international boundary (e.g. constructing large scale dams and water transfer schemes).				
Explain why over-abstraction of groundwater causes issues.				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Assess the social, economic and environmental consequences of water management strategies.				
Justify whether it is right for countries to build dams/water transfer schemes on rivers which crosses an international boundary.				
Evaluate the effectiveness of small-scale water management methods (vs large scale Dams)				
Evaluate the advantages and disadvantage of abstraction of groundwater.				
AO4 GEOGRAPHICAL SKILLS I can…				
Use map/graph evidence to describe patterns of water use.				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1)

Geography

Key Idea: 6.4 Regional economic development

S = I have Summarised ✓   **O** = I have Organised (**R**A**G** or ☺☺☹)   **R** = I have Recalled ✓   **T** = I have Tested Myself ✓

Component 2 DEVELOPMENT AND RESOURCES ISSUES **THEME 6** Development and Resource Issues (Core) **KEY IDEA: 6.4 Regional economic development**	**S**	**O**	**R**	**T**
AO1 KNOWLEDGE I can…				
Define the term Regional inequality.				
In the **UK** describe the pattern of regional inequality in the country; giving Social and Economic differences between each region. **UK North-South Divide.**				
In one LIC or **NIC** (**India**) describe the pattern of regional inequality in the country; giving Social and Economic differences between each region **Bihar (North) vs Maharashtra (South).**				
Outline what is meant by Positive Multiplier Effect and Negative Multiplier Effect (Spiral of Decline)/Deprivation).				
Describe strategies to reduce the regional inequality in the UK. Including National Government policies to invest in infrastructure: the HS2 railway.				
AO2 UNDERSTANDING I can…				
Explain causes of the regional inequality in each country. *Include cultural, political, economic, social and environmental causes.*				
Explain the consequences of the social and economic inequality.				
Explain how investment creates growth in deprived (poorer) areas (a positive multiplier effect).				
Explain how investing in infrastructure will reduce regional inequality.				
AO3 EVALUATION I can…				
Evaluate the disadvantages and advantages of investment.				
Decide which method of reducing inequality in the UK is the best option.				
Evaluate the use of national policies to reduce regional inequalities in the UK.				
Justify whether it will be possible to close the regional inequality gaps in each country.				
A04 SKILLS I can…				
Compare, using map evidence, the regional inequalities of a country.				
Use quantitative data to find evidence regional inequality in the UK and in one LIC/NIC (India)				

Target(s)

Personal Learning Checklist for Eduqas GCSE (9-1) Geography

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Theme 7: Social Development (Option) Sub-Saharan Africa (Malawi) and South Asia (India)	S	O	R	T
AO1 KNOWLEDGE I can…				
Define social development				
Outline what is meant by the Continuum of Social Development				
State examples of how Social Development can be measured including Gender and Health statistics				
Give examples of how children are involved in child labour.				
State challenges in providing education for all children.				
Describe strategies to tackle primary education/and education of girls at a **local scale** in one country in South Asia **or** sub-Saharan Africa and at a **global scale**				
State the origin of international asylum seekers and refugees				
Outline how asylum seekers and refugees are being managed at a national governments and international agreements.				
Describe the challenges created by HIV and malaria in sub-Saharan Africa **Malawi**				
Describe how the challenges of HIV and malaria are being tackled at the local scale **in one country** in Sub-Saharan Africa **Malawi** and also at the global scale (e.g. International targets set by UN)				
AO2 UNDERSTANDING I can…				
Explain why the Social Development Gap is said to be "dynamic".				
Give reasons for differences in birth and death rates in South Asia **India** and Sub-Saharan Africa **Malawi**. *Social, economic and political factors.*				
Explain why child labour occurs in some countries.				
Give reasons many children (especially girls) are not attending primary school.				
Explain the consequences of child labour and lack of education.				
Give reasons for international refugee movement and asylum seekers from Sub-Saharan Africa/Asia				
Explain why infant mortality rates are high in some regions e.g. sub-Saharan Africa **Malawi**				
Understand how progress is measured				
AO3 APPLICATION (Evaluate/Justify/Assess/Decide) I can…				
Evaluate different strategies to tackle issues relating to education in these regions				
Assess different strategies for tackling refugee movement and asylum seekers by national governments and international agreements (e.g. tackling migration issues in the Mediterranean)				
Justify whether it is better to tackle HIV and malaria at a Local Scale or Global Scale				
Evaluate the use of top down and bottom up approaches to improving development				
AO4 GEOGRAPHICAL SKILLS I can…				
Draw and interpret scatter graphs to test the relationship between pairs of development indicators				
Compare the population structure of countries at different levels of development using Population Pyramids. **Malawi vs India.**				
Use data to assess to what extent (how much) progress is being made towards tackling issues such as HIV and Malaria **Malawi**.				

Targets