Eduqas GCSE Geography Spec A

Personal Learning Checklist Year 9 PPE

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 ✓

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				

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Key Idea: 1.2a River landform process and change

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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)				
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				
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.				

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Personal Learning Checklist Year 9 PPE
Fieldwork Key Words and Skills (**St Ives Tourism**)

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Key Words	Definition	You should be able to …	S	O	R	T
Aim (purpose)	The purpose of your investigation/enquiry. What you intended to investigate.	**State your aim** *(does not need to be word perfect!)*				
Hypothesis (or Pose Question)	A statement which you will 'test' to see if it is (prove) true or false. (or a question you will answer).	**Give one hypothesis (or question) you came up with.**				
Primary Data	Evidence/Data collected by you/your group on the fieldtrip	**State examples of primary data you collected.**				
Qualitative	Data that is based on opinion/observation (not measurements)	**State examples of qualitative data you collected.**				
Quantitative	Data that is based on measurements/ counting (not opinions/observations).	**State examples of quantitative data you collected.**				
Method or Method-ology	How you carried out your primary data collection. The steps/stages that you took.	**Describe at least 2 different methods.**				
Questio-nnaire	Asking members of the public questions. Questions can be open/closed.	**State what types of questions you asked.**				
Bi-polar technique	Collecting data using a scale with a positive and negative scoring system.	**Describe how we used a bi-polar technique.**				
Sampling Technique	Sample using random, systematic, opportunistic and/or stratified techniques.	**Identify sampling techniques we used for each method of data collection (where sampling was needed).** **Justify your chosen sampling methods.**				
Process Data	Doing something to your data to make it easier to understand/present e.g. calculate totals, averages, percentages etc	**Describe examples of how you processed your own data.** **Calculate mean/median/mode, percentage etc in an exam.**				
Data Presentation	Creating Maps, graphs or diagrams from the data you have collected or other data	**Describe two different ways you have presented your own data (one linked to the 'method' and one linked to the 'concept'.** **Suggest how data given to you in the exam could be represented. Justify your decision.**				
Analysis	Interpret data by identifying trends and patterns. Say what the data shows. Point out any anomalies. Use T.E.A.	**Describe briefly what your own data showed** (you do not need to know this in any detail in your exam) **Explain reasons for your findings (using your wider geographical understanding).**				
Conclusions	Look at all your findings in order to answer your hypotheses/questions and overall aim.	**Describe briefly what your findings.** **Know the extent to which your findings matched your predictions/what you have learnt in theory.**				
Evaluation	To weigh up the strengths/positives and limitations /negatives (weaknesses) of something. This can have a conclusion – whether it was mostly positive/negative.	**Evaluate our locations, accuracy/reliability/bias of data collected, types of data collected, methods used to collect data, methods used to present data, how successfully we answered our overall aim.**				