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AQA GCSE Geography Paper 1: Living with the physical environment

Section A: The challenge of natural hazards	I need help	I got some of it	I have nailed it	How I am going to improve my knowledge or understanding. Eg Revision Guides, GCSE Pods, Practise papers or Intervention
Key Idea: Natural hazards pose major risks to people and property.				
1 I know the definition of a natural hazard / Types of natural hazard / Factors affecting hazard risk.				
Key Idea: Earthquakes and volcanic eruptions are the result of physical processes.				
2 I understand **plate tectonics theory.** Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.				
Key Idea: The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.				
3 I can describe the primary and secondary effects of a tectonic hazard along with the immediate and long-term responses to a tectonic hazard.				
4 I can use **named examples** to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. (Haiti 2010 vs Sendai 2011) **or** (Nepal 2015 vs Italy 2009)				
Key Idea: Management can reduce the effects of a tectonic hazard.				
5 I understand the reasons why people continue to live in areas at risk from a tectonic hazard.				
6 I can explain how **monitoring, prediction, protection** and planning can reduce the risks from a tectonic hazard.				
Key Idea: Global atmospheric circulation helps to determine patterns of weather and climate.				
7 General **atmospheric circulation** model: pressure belts and surface winds.				
Key Idea: Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.				
8 I understand the global **distribution** of tropical storms (hurricanes, cyclones, typhoons).				
9 I have an understanding of the relationship between tropical storms and general atmospheric circulation.				
10 I can describe and explain the **causes** of tropical storms and the sequence of their formation and development.				
11 I can explain the **structure** and features of a tropical storm.				
12 I understand how climate change might affect the **distribution, frequency and intensity** of tropical storms				
Key Idea: Tropical storms have significant effects on people and the environment.				
13 I can describe the primary and secondary effects of tropical storms along with the Immediate and long-term responses to tropical storms.				
14 I can use a **named example of a tropical storm** to show its effects and responses.				
15 I understand how **monitoring, prediction, protection and planning** can reduce the effects of tropical storms.				
Key Idea: The UK is affected by a number of weather hazards.				
16 I have an overview of types of weather hazard experienced in the UK.				
Key Idea: Extreme weather events in the UK have impacts on human activity.				
17 I can use an example of a recent extreme weather event in the UK to illustrate: causes / social, economic and environmental impacts / how management strategies can reduce risk. (**Boscastle** Flood)				
18 I can describe and explain evidence that weather is becoming more extreme in the UK.				
Key Idea: Climate change is the result of natural and human factors, and has a range of effects.				
19 I can evaluate evidence for climate change from the beginning of the Quaternary period to the present day.				
20 I can describe and explain possible causes of climate change: **natural factors** – orbital changes, volcanic activity and solar output / **human factors** – use of fossil fuels, agriculture and deforestation.				
21 I have an overview of the effects of climate change on people and the environment.				
Key Idea: Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).				
22 I understand how we can manage climate change through **mitigation** – alternative energy production, carbon capture, planting trees, international agreements and **adaptation** – change in agricultural systems, managing water supply, reducing risk from rising sea levels.				

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AQA GCSE Geography Paper 1: Living with the physical environment

Section B: The Living World (you must study Ecosystems, Rainforests and either Hot Deserts OR Cold Environments)	I need help	I got some of it	I have nailed it	How I am going to improve my knowledge or understanding. Eg Revision Guides, GCSE Pods, Practise papers or Intervention
Key Idea: Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.				
23 I can use an **example of a small scale UK ecosystem** to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.				
24 I understand the balance between **components of an ecosystem** and can show how changing one component can impact it.				
25 I can describe and explain the **distribution of global ecosystems** (Biomes)				
Key Idea: Tropical rainforest ecosystems have a range of distinctive characteristics.				
26 I can describe and explain the physical **characteristics of tropical rainforests**: Climate, soils and vegetation (and examine their interaction).				
27 I can explain the **interdependence of climate, water, soils, plants, animals and people** in a rainforest environment				
28 I can describe how **plants and animals have adapted** to living in the Tropical Rain Forest.				
29 Explain how biodiversity is an important compontent of the rainforest				
Key Idea: Deforestation has economic and environmental impacts.				
30 I understand **changing rates of deforestation**.				
31 I can use a **case study to illustrate causes of deforestation (Brazil?):** subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth) and the impacts of deforestation (economic development, soil erosion, contribution to climate change)				
Key Idea: Tropical rainforests need to be managed to be sustainable.				
32 I understand the **value of tropical rainforests** to people and the environment.				
33 I can explain the **strategies used to manage the rainforest sustainably** (selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction)				
Key Idea: Cold environments (polar and tundra) have a range of distinctive characteristics.				
34 I can describe the **physical characteristics of a cold environment.**				
35 I understand the **interdependence of climate, permafrost, soils, plants, animals and people.**				
36 I can describe **how plants and animals adapt** to the physical conditions.				
37 I can descibe Issues related to biodiversity.				
Key Idea: Development of cold environments creates opportunities and challenges.				
38 I can use a case study of Alaska to illustrate the development opportunities in cold environments: (mineral extraction, energy, fishing and tourism)				
39 I can use a case study of Alaska to describe the challenges of developing cold environments: (extreme temperature, inaccessibility, provision of buildings and infrastructure.)				
Key Idea: Cold environments are at risk from economic development.				
40 I know the **value of cold environments** as wilderness areas and why these fragile environments should be protected.				
41 I understand the **strategies used to balance the needs of economic development and conservation in cold environments** (use of technology, role of governments, international agreements and conservation groups.)				

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AQA GCSE Geography Paper 1: Living with the physical environment

Section C: UK Physical landscapes	I need help	I got some of it	I have nailed it	How I am going to improve my knowledge or understanding. Eg Revision Guides, GCSE Pods, Practise papers or Intervention
Key Idea: The UK has a range of diverse landscapes.				
42 I have an overview of the location of major upland/lowland areas and river systems.				
Key Idea: The coast is shaped by a number of physical processes.				
43 I understand about **Wave types and characteristics.**				
44 I can describe and explain **Coastal processes: weathering** processes – mechanical, chemical; **mass movement** – sliding, slumping and rock falls; **erosion** – hydraulic power, abrasion and attrition; transportation – **longshore drift**; **deposition** – why sediment is deposited in coastal areas.				
Key Idea: Distinctive coastal landforms are the result of rock type, structure and physical processes.				
45 I understand how **geological structure and rock type** influence coastal forms.				
46 I can explain the characteristics and formation of **landforms resulting from erosion** (headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.)				
47 I can explain the characteristics and formation of **landforms resulting from deposition** (beaches, sand dunes, spits and bars.)				
48 I can use an example of a section of coastline in the UK to identify its major landforms of erosion and deposition. (**Dorset Coast**)				
Key Idea: Different management strategies can be used to protect coastlines from the effects of physical processes.				
49 I can explain costs and benefits of **hard engineering** – sea walls, rock armour, gabions and groynes				
50 I can explain costs and benefits of **soft engineering** – beach nourishment and reprofiling, dune regeneration and managed retreat – coastal realignment.				
51 I can use an example of a **coastal management** scheme in the UK to show: the reasons for management / the management strategy / the resulting effects and conflicts. (**Medmerry** in West Sussex - coastal realingnment)				
Key Idea: The shape of river valleys changes as rivers flow downstream and associated fluvial processes.				
52 The long profile and changing cross profile of a river and its valley.				
53 I undestand fluvial **erosion** – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion				
54 I undestand fluvial **transportation** – traction, saltation, suspension and solution				
55 I undestand fluvial **deposition** – why rivers deposit sediment.				
Key Idea: Distinctive fluvial landforms result from different physical processes.				
56 I can explain the characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.				
57 I can explain the characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.				
58 I can explain the characteristics Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.				
59 An example of a river valley in the UK to identify its major landforms of erosion and deposition. (The River Severn?)				
Key Idea: Different management strategies can be used to protect river landscapes from the effects of flooding.				
60 How physical and human factors affect the **flood risk** – precipitation, geology, relief and land use.				
61 The use of **hydrographs** to show the relationship between precipitation and discharge.				
62 I can explain costs and benefits of **hard engineering** – dams and reservoirs, straightening, embankments, flood relief channels				
63 I can explain costs and benefits of **soft engineering** – flood warnings and preparation, flood plain zoning, planting trees and river restoration.				
64 I can use an example of a **flood management scheme** in the UK to show: why the scheme was required / the management strategy / the social, economic and environmental issues. (**Boscastle**?)				
Do NOT attempt the last option section (Glaciation) as you only have to do two from three.				

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AQA GCSE Geography Paper 2: Challenges in the human environment

Section A: Urban issues and challenges	I need help	I got some of it	I have nailed it	How I am going to improve my knowledge or understanding. Eg Revision Guides, GCSE Pods, Practise papers or Intervention
Key idea: A growing percentage of the world's population lives in urban areas.				
65 I can describe the global pattern of urban change.				
66 I can describe and explain urban trends in different parts of the world comparing HICs and LICs.				
67 I can describe and explain factors affecting the rate of urbanisation – **migration (push–pull theory), natural increase.**				
68 I understand the emergence of **megacities.**				
Key idea: Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Mumbai)				
69 I can describe the **location and importance** of Mumbai: regionally, nationally and internationally				
70 I understand the causes of **growth** in Mumbai: natural increase and migration				
71 I can evaluate how Mumbai has created **opportunities: social**: access to services – health and education; access to resources – water supply, energy; **economic**: how urban industrial areas can be a stimulus for economic development (Deli-Mumbai Industrial Corridor (DMIC))				
72 I can evaluate how Mumbai has created **challenges:** managing urban growth – slums, squatter settlements; providing clean water, sanitation systems and energy; providing access to services – health and education; reducing unemployment and crime; managing **environmental** issues – waste disposal, air and water; pollution, traffic congestion.				
73 I can use an example of how urban planning is improving the quality of life for the urban poor. (**Dharavi** - largest slum in Mumbai)				
Key Idea: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.				
74 Overview of the distribution of population and the major cities in the UK.				
75 I can describe the **location and importance** of **Manchester** in the UK and the wider world				
76 I understand the **impacts of national and international migration** on the growth and character of Manchester				
77 I can evaluate how Manchesters urban change has created **opportunities**: s**ocial and economic**: cultural mix, recreation and entertainment, employment, integrated transport systems; **environmental**: urban greening				
78 I can evaluate how Manchesters urban change has created **challenges**: social and economic: urban deprivation, inequalities in housing, education, health and employment; environmental: dereliction, building on brownfield and greenfield sites, waste disposal; the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.				
79 I can use an example of how an **urban regeneration project** shows: reasons why the area needed regeneration; the main features of the project. (Salford Quays and / or Curitiba in Brazil)				
Key Idea: Urban sustainability requires management of resources and transport.				
80 I understand features of **sustainable urban living**: water and energy conservation; waste recycling; creating green space.				
81 I can describe and explain how **urban transport strategies** are used to reduce traffic congestion. (Manchesgter and London)				

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AQA GCSE Geography Paper 2: Challenges in the human environment

Section C: The challenge of resource management.	I need help	I got some of it	I have nailed it	How I am going to improve my knowledge or understanding. Eg Revision Guides, GCSE Pods, Practise papers or Intervention
Key Idea - Food, water and energy are fundamental to human development.				
99 I can describe and explain the significance of food, water and energy to economic (Money) and social well-being (Quality of life).				
100 I can outline the global inequalities in the supply and consumption of resources.				
Key Idea - The changing demand and provision of resources in the UK create opportunities and challenges.				
101 I can describe and explain the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce				
102 I can explain the reasons for larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food. (Farm shops and Red Tractor scheme)				
103 I can describe and explain the trend towards agribusiness (running a farm like a business for maximum profit).				
104 I can describe and explain the changing demand for water. (More people in towns needing more water)				
105 I can describe and explain water quality and pollution management.				
106 I can describe and explain matching supply and demand – areas of deficit and surplus (Aquaduct from Thirlmere to Manchester)				
107 I can describe and explain the changing energy mix – reliance on fossil fuels, growing significance of renewables				
108 I can describe and explain the reduced domestic supplies of coal, gas and oil				
109 I can describe, explain and assess the economic and environmental issues associated with exploitation of energy sources.				
Option Question 6 Energy (Do not attempt Q4 Food or Q5 Water)				
Key Idea - Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.				
110 I can describe and explain areas of surplus (security) and deficit (insecurity):				
111 I understand the global distribution of energy consumption and supply (Energy Gap)				
112 I can outline and explain the reasons for increasing energy consumption: (economic development, rising population, technology)				
113 I can describe and explain the factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors.				
114 I can describe and explain the impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.				
Key Idea - Different strategies can be used to increase energy supply.				
115 I can outline the strategies to increase energy supply: Renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy				
116 I can use an example to show how the extraction of a fossil fuel has both advantages and disadvantages. (Fracking or Hydraulic fracturing)				
117 I can explain and describe how we are moving towards a sustainable resource future:				
118 I understand individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels				
119 I can use an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. (Microhydro in Nepal / Chambamontera in Peru)				

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AQA GCSE Geography Paper 3: Geographical Applications

	I need help	I got some of it	I have nailed it	How I am going to improve my knowledge or understanding. Eg Revision Guides, GCSE Pods, Practise papers or Intervention
Section A Issue evaluation				
Key Idea: pre-release issues paper				
120 I am confident that I can work through the **pre-release resources booklet** so that I become familiar with the material.				
121 I can use maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups to answer the questions on the issue.				
122 I am able to write an **extended piece of writing** which will involve an evaluative judgement on the issue.				
123 I am able to **use geographical skills** to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).				
124 I am able to consider the points of view of the people (stakeholders) involved, make an appraisal of the **advantages** and **disadvantages**, and **evaluate the alternatives**.				
125 I can consider physical and human interrelationships and to **make reasoned justifications for proposed solutions** in terms of their likely impact on both people and the physical environment.				
Section B Fieldwork				
Key Idea: Suitable question for geographical enquiry				
126 I can select suitable questions/**hypotheses** to investigate.				
127 I can explain the geographical theory and **concepts behind both enquiries**				
128 I can **locate the fieldwork** and justify why it was suitable to collect primary and secondary data				
129 I know the **risks of fieldwork** and how they can be reduced (Risk Assessment)				
Key Idea: Selecting, measuring and recording data				
130 I know the difference between **primary** and **secondary** data				
131 I know the methods used to measure and record fieldwork data including **sampling**				
132 I can **describe and justify the methods** used to collect information				
Key Idea: Presenting, analysing and concluding fieldwork data				
133 I can use and **interpret OS maps** (four and six-figure grid references, measure height and scale and interpret physica and human feature)				
134 I can use **Atlas** (latitude and longitude), **satellite and photogtraphic** evidence (label and annotate diagrams, maps, graphs, sketches and photographs)				
135 I can use the data collected to create various graphs and maps (**line, bar, pie, divided bar, scattergraphs, population pyramids, choropleth maps, isoline maps, dot maps, desire lines, proportional symbols, flow-line maps and dispersion graphs**.)				
136 I can describe and explain the results on a graph and **identify anomalies** (interpret and extract information from the above graphs)				
137 I understand proportion and ratio, magnitude and frequency and can estimated lines of best fit, make predictions, **interpolate and extrapolate trends.**				
138 I can calculate averages using the data and use appropriate statistical techniques (**median, mean,range, quartiles** and inter-quartile range, mode and modal class)				
139 I can make **links between data sets** (methods) and come to a **conclusion** about the fieldwork title				
Key Idea: Evaluation of geographical enquiry				
140 I can Identify **problems with my data collection methods** and understand the **limitations of the data** collected.				
141 I can suggest what **other data** could be collected to help answer the question				
142 I can say **how reliable my fieldwork results and conclusions are**.				