## GCSE Geography:  PERSONALISED LEARNING CHECKLIST

## Topic:  Population Change

| | Red | Amber | Green | Revised Tick ☑ |
|---|---|---|---|---|
| **Area of Study:  Over time the global population increases and the population structures of different countries change.** | | | | |
| I can describe and explain the exponential rate of world population growth. | | | | |
| I can explain why countries pass through different stages of population growth as shown in the five stages of the Demographic Transition Model (birth rate, death rate and natural population changes). | | | | |
| I can read a population pyramid graph and clearly say what it tells about a country's population structure. | | | | |
| I can explain how the population structure of a country changes as it passes through stages on the Demographic Transition Model. | | | | |
| I can explain the impact of increasing urbanisation, agricultural change, education and the emancipation of women on the rate of population growth. | | | | |

*I am most confident with the following topic/topics:*




*I have struggled most with the following topic/topics:*



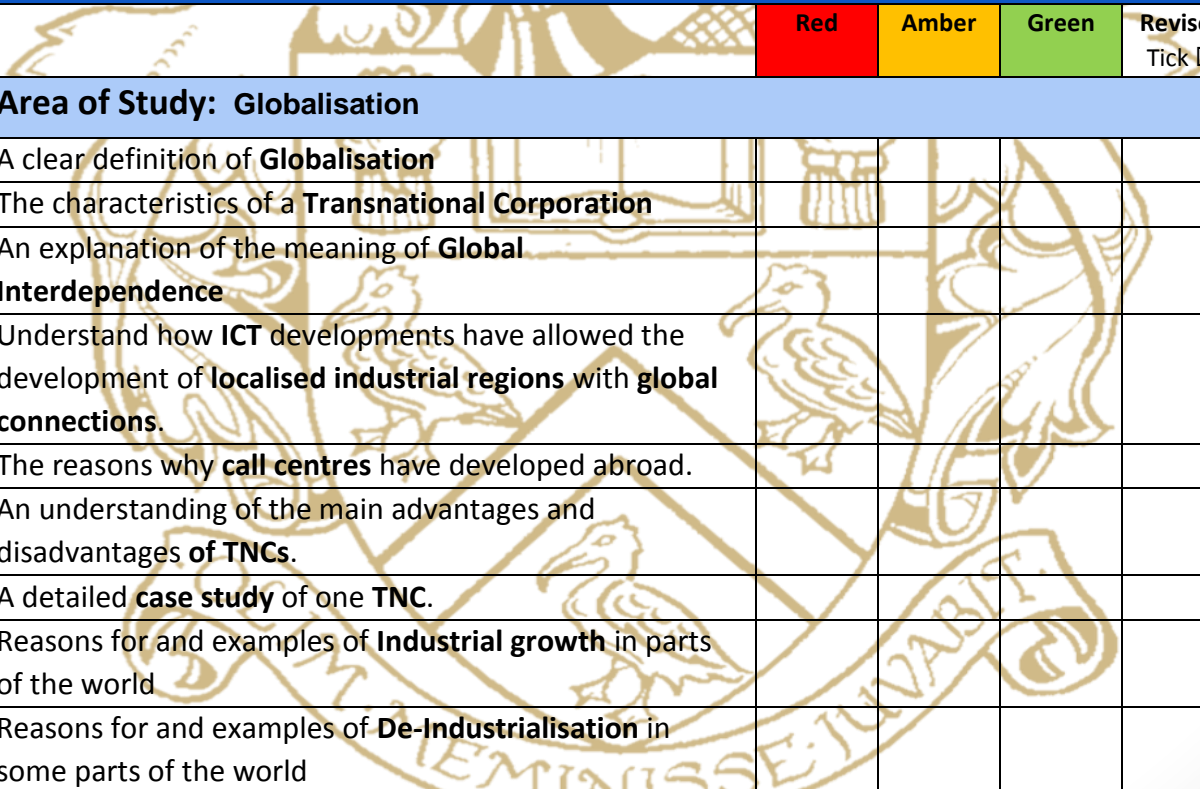| | Red | Amber | Green | Revised Tick ☑ |
|---|---|---|---|---|
| **Area of Study:  A range of strategies has been tried by countries experiencing rapid population growth.** | | | | |
| I can describe the social, economic and political implications of population change. | | | | |
| I can explain the need to achieve sustainable development in population change. | | | | |
| I can discuss the effectiveness of population policies adopted in different countries since the 1990s to include birth control programmes and two other strategies adopted. | | | | |
| I know a detailed case study of China's One Child policy. | | | | |

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| I know a detailed case study of a non-birth control population policy. | | | | |

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## Area of Study:  An ageing population impacts on the future development of a country.

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| I can explain the relationship between the population structure and population decline and the impact this may have on future economic development. | | | | |
| I can explain the problems associated with an ageing dependent population. | | | | |
| I can explain two government strategies to cope with an ageing population | | | | |
| I can explain two incentives suggested for encouraging an increase in a country's birth rate. | | | | |
| I know a detailed case study of the problems and strategies in one EU country with an ageing population. | | | | |

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## Area of Study:  Population movements impact on both the source regions of migrants and the receiving countries.

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| I can explain how migration is a result of decision-making push and pull factors. | | | | |
| I can explain the positive and negative impacts of migration. | | | | |
| I can describe economic migration flows within the EU and can explain their impacts. | | | | |

| I can describe refugee migration flows to the EU and can explain their impacts | | | | |
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## Topic:  Restless Earth

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### Area of Study:  The Earth's crust is unstable, especially at plate margins.

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| I can name several large plates forming the Earth's crust. | | | | |
| I know the differences between destructive, constructive and conservative plate margins. | | | | |
| I can name two landforms at destructive margins and explain their formation. | | | | |

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### Area of Study:  Unique landforms occur at plate margins.

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| I know the main features of the world distribution of fold mountains, active volcanoes and earthquakes. | | | | |

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| **Area of Study: People use these landforms as a resource and adapt to the conditions within them.** | | | | |
| **Fold mountains** – I can name one mountain range, explain its formation, give some of the physical problems for people, and know about four human activities found there. | | | | |
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| **Area of Study: Volcanoes are hazards resulting from tectonic activity. Their primary and secondary effects are positive as well as negative. Responses change in the aftermath of an eruption.** | | | | |
| **Volcanic eruption** – I can name an example, explain how it was caused, state its effects (good and bad) on people, and write out what people have done (their responses). | | | | |
| I understand the characteristics of different types of volcanoes. | | | | |
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| **Area of Study: Supervolcanoes are on a much bigger scale than other volcanoes and an eruption would have global consequences.** | | | | |
| I understand the characteristics of a supervolcano | | | | |
| I understand the likely effects of an eruption. | | | | |

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| **Area of Study:  Earthquakes occur at constructive, destructive and conservative plate margins.** | | | | |
| I understand where earthquakes occur and the cause of earthquakes. | | | | |
| I know the difference between epicentre and focus. | | | | |
| I understand the different ways in which we can measure earthquakes. | | | | |

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| **Area of Study:  The effects of earthquakes and responses to them differ due to contrasts in levels of wealth.** | | | | |
| I can name an example of an earthquake in an MEDC and another in an LEDC. | | | | |
| I understand the causes, primary and secondary effects, and immediate and long term responses of each of the earthquake case studies. | | | | |
| I understand the need to predict, prepare, and protect. | | | | |

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| **Area of Study:  Tsunamis are a specific secondary effect and can have devastating effects in coastal areas.** | | | | |
| I understand a case study of a tsunami – its cause, effects and responses. | | | | |
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## Topic:  Globalisation

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|---|---|---|---|---|
| **Area of Study:  Globalisation** | | | | |
| A clear definition of **Globalisation** | | | | |
| The characteristics of a **Transnational Corporation** | | | | |
| An explanation of the meaning of **Global Interdependence** | | | | |
| Understand how **ICT** developments have allowed the development of **localised industrial regions** with **global connections**. | | | | |
| The reasons why **call centres** have developed abroad. | | | | |
| An understanding of the main advantages and disadvantages **of TNCs**. | | | | |
| A detailed **case study** of one **TNC**. | | | | |
| Reasons for and examples of **Industrial growth** in parts of the world | | | | |
| Reasons for and examples of **De-Industrialisation** in some parts of the world | | | | |

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| The effects of **government legislation** (laws), **long working hours**, **Health and safety regulations, strikes, tax incentives** and **tax free zones** on manufacturing. | | | | |
| **China's** development as an "Economic Giant". | | | | |
| The impact of **world population growth, increased wealth and technological advances on the global demand for energy.** | | | | |
| The **Social** impact of increased energy use. | | | | |
| The **Economic** impact of increased energy use. | | | | |
| The **Environmental** impact of increased energy use. | | | | |
| Understand ways that sustainable development can be achieved by using **renewable energy.** | | | | |
| A detailed **case study** of one type of **renewable energy**. | | | | |
| Examples of **international directives** (rules and regulations) on **pollution control** and **carbon reducing initiatives** and their impact | | | | |
| Understanding how the costs of globalisation can be reduced **by local schemes** e.g. recycling rather than landfill **and global schemes** such as carbon credits. | | | | |
| The **increasing demand for food** can have positive and negative effects.<br><br>**Environmental**: Carbon footprints and Food miles. Importing food compared to locally produced, energy efficient food production. | | | | |
| The increasing demand for food can have positive and negative effects.<br><br>**Political**: Potential and actual; hostilities (fighting or arguments) between countries over the control of irrigation waters.<br><br>The increasing demand for food can have positive and negative effects.<br><br>**Social**: The impact of new cash crops on a subsistence economy. | | | | |
| The increasing demand for food can have positive and negative effects.<br><br>**Economic**: Increase in rural debt due to an increasing need for fertilisers, pesticides and insecticides. The impact of a cash income for farmers | | | | |

| The advantages of locally produced foods **and** campaigns to increase their use. | | | | |
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## Topic:  Tourism

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| **Area of Study:  Tourism** | | | | |
| I can explain reasons why global tourism has grown | | | | |
| I am able to name examples of coastal areas, mountains and cities visited by many tourists and describe their attractions. | | | | |
| I know where and why tourism is an important to the UK economy | | | | |
| I know where and why tourism is important in a developing country | | | | |
| I can explain how external factors can effect tourist numbers visiting the UK | | | | |
| I can draw and describe the Butler model | | | | |
| **Case study A**: UK coastal resort (Blackpool) **or** National Park (Lake District) I can give for the place chosen:<br>• its attractions and reasons for growth<br>• strategies to cope with visitors and their effectiveness<br>• plans for the future | | | | |
| I understand what is meant by mass tourism | | | | |
| **Case Study B**: Tropical tourist area I can give:<br>• its attractions for visitors<br>• positive and negative effects of tourism<br>• strategies and plans to cope with tourists | | | | |
| I understand what extreme tourism is and why it is growing | | | | |
| **Case Study C**: Extreme environment (Antarctica) I can give:<br>•  its attractions for visitors | | | | |

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|---|---|---|---|---|
| • positive and negative effects of tourism<br>• strategies and plans to cope with visitors | | | | |
| I understand ecotourism and can explain how it is di | | | | |
| I can define stewardship and conservation | | | | |
| I understand what is meant by sustainable development | | | | |
| **Case Study D**: Ecotourism I can give:<br>• its attractions for visitors<br>• social, economic and environmental impacts of ecotourism<br>• Hw it contributes to sustainable development | | | | |

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