



GCSE Geography

Personalised Learning Checklist



Name: _____

Exam Board	AQA
Topic	P1 Sec A: Challenge of Natural Hazards

My target grade is	_____
Teaching Group	_____

My current Grade is:	Autumn: _____	Spring: _____	Summer: _____
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Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic, and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Specification						
Natural Hazards				R	A	G
	I can define a natural hazard and give some examples of the different types.					
	I can explain the different factors that affect risk .					
Tectonic Hazards				R	A	G
	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.					
Climate Change				R	A	G
	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.					
Weather Hazards				R	A	G
	I can describe the global atmospheric circulation model . (covered in living world also)					
	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.			
	Exam questions	R	A	G
	1 mark: <i>multiple choice, define, give an example, calculate, complete the figure, study the figure, state</i>			
	2 marks: <i>outline, give examples, locate, suggest</i>			
	3 marks: <i>outline, give examples, suggest, describe</i>			
	4 marks: <i>describe, explain, suggest</i>			
	6 marks: Explain, discuss, suggest			
	9 marks: Evaluation Style Question. <i>To what extent, assess, "do you agree?"</i>			
	3 marks for SPaG: accuracy of spelling, punctuation, grammar, and the use of specialist terminology. Assessed in a 9-mark question.			

Actions & Interventions

Additional Support / Guidance