**Little Heath Sixth Form**

**(Geography)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  **Unit 1 Physical and Human Geography**  **Topic: Rivers, floods and management.** | **Unit Code: Geog1** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * River processes. |  |  |  |
| * Features of erosion. |  |  |  |
| * Features of deposition. |  |  |  |
| * River flooding. |  |  |  |
| * River management. |  |  |  |

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| 1. Ability to explain a soil moisture budget. |  |  |  |  |
| 1. Ability to explain a hydrograph |  |  |  |  |
| 1. Ability to explain the Hjulstrom curve. |  |  |  |  |
| 1. Literacy skills- extracting information from a text. |  |  |  |  |
| 1. Ability to annotate photographs and sketches. |  |  |  |  |
| 1. Ability to interpret, describe and comment on information from graphs e.g. line graphs, bar graphs, scatter graphs, pie charts, triangular graphs, radial diagrams, logarithmic scales, dispersion diagrams. |  |  |  |  |
| 1. Ability to interpret, describe and comment on information from maps e.g. atlas maps, base maps, sketch maps, OS maps, maps with proportional symbols, maps showing movement, choropleth, isoline and dot maps. |  |  |  |  |
| 1. Ability to describe using PEA (pattern, example, anomaly). |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| 1. The drainage basin hydrological cycle: the water balance. |  |  |  |  |
| 1. Factors affecting river discharge: the storm hydrograph. |  |  |  |  |
| 1. The long profile – changing processes: types of erosion, transportation and deposition, types of load; the Hjulstrom curve. |  |  |  |  |
| 1. Valley profiles – long profile and changing cross profile downstream, graded profile, potential and kinetic energy. |  |  |  |  |
| 1. Changing channel characteristics – cross profile, wetted perimeter, hydraulic radius, roughness, efficiency, and links to velocity and discharge. |  |  |  |  |
| 1. Landforms of fluvial erosion –   potholes, rapids, waterfalls, gorges,  meanders. |  |  |  |  |
| 1. Landforms of fluvial deposition –   braiding, levees, flood plains and deltas. |  |  |  |  |
| 1. Process and impact of rejuvenation – knick points, waterfalls, river terraces and incisedmeanders. |  |  |  |  |
| 1. Magnitude-frequency analysis of flood risk. |  |  |  |  |
| 1. Physical and human causes of flooding – two case studies of recent flooding events should be undertaken from contrasting areas of the world. |  |  |  |  |
| 1. Impact of flooding – two case studies of recent flooding events should be undertaken from contrasting areas of the world***.***   ***Case studies: Boscastle and Bangladesh*** |  |  |  |  |
| 1. Flood management strategies – to include hard engineering – dams, straightening, building up of levees, diversion spillways, and soft engineering –forecasts and warnings, land use management on floodplain, wetland and river bank conservation and river restoration***.***   ***Case studies: The Three Gorges Dam China and the River Quaggy, London.*** |  |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*