

Grades End of Year 11 Target: 1-3	Grades End of Year 11 Target: 4-6	Grades End of Year 11 Target: 7-9
<ul style="list-style-type: none"> <input type="checkbox"/> Know what global warming is <input type="checkbox"/> Know what the enhanced greenhouse effect is <input type="checkbox"/> Name the evidence of climate change <input type="checkbox"/> Name human and physical causes of climate change <input type="checkbox"/> Know negative impacts of climate change, lack of water, plastics <input type="checkbox"/> Know positive impacts of climate change, lack of water, plastics <input type="checkbox"/> Suggest how we can reduce climate change. <input type="checkbox"/> Literacy, speak and write like a geographer use terms like: climate change, global warming, greenhouse effect, positive, negative <input type="checkbox"/> Present an “abandoned places” presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe what the greenhouse effect is <input type="checkbox"/> Explain what the enhanced greenhouse effect is <input type="checkbox"/> Explain several positive and negative impacts of climate change <input type="checkbox"/> Use examples clearly to support you opinion <input type="checkbox"/> Recognise that climate change could be a positive for some places <input type="checkbox"/> Describe the different ways we can climate change, lack of water, plastics <input type="checkbox"/> Literacy, speak and write like a geographer use terms like: climate change, solutions, environmental, LIC, HIC, oceans, <input type="checkbox"/> Present an “abandoned places” presentation – using key terms, location, and facts 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain several positive and negative impacts of climate change and locate them <input type="checkbox"/> Justify if climate change is a positive or negative using examples to support your ideas <input type="checkbox"/> Explain how we can reduce climate change, lack of water, plastic <input type="checkbox"/> To assess which solutions are the most sustainable <input type="checkbox"/> Evaluate human’s impact on the earth – is climate change a manmade issue or physical <input type="checkbox"/> Literacy, speak and write like a geographer use terms like: enhanced greenhouse effect, global solution, local solution, social, economic, environmental, LIC, HIC, sustainable <input type="checkbox"/> Present an “abandoned places” presentation – using key terms, location, and facts

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<ul style="list-style-type: none"> <input type="checkbox"/> Recognise where people migration to using a choropleth (coloured) map <input type="checkbox"/> Identify, define and name mega cities <input type="checkbox"/> Define migration <input type="checkbox"/> Identify and describe push and pull factors <input type="checkbox"/> Describe what Windrush is and identify the countries involved <input type="checkbox"/> Identify refugee movements around the world and where people are moving to <input type="checkbox"/> Literacy, speak and write like a geographer use terms like: movement, push, pull, refugee 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe and name where people migration to using a choropleth (coloured) map <input type="checkbox"/> Locate and name mega cities <input type="checkbox"/> Explain why megacities are where they are <input type="checkbox"/> Explain and name examples of push and pull factors <input type="checkbox"/> Explain what Windrush is, identify the countries involved and issues involved <input type="checkbox"/> Explain and recognise global refugee movements around the world and where people are moving to <input type="checkbox"/> Explain why people in Mexico might want to migrate to the USA <input type="checkbox"/> Literacy, speak and write like a geographer use terms like: migration, push, pull, refugee, Windrush 	<ul style="list-style-type: none"> <input type="checkbox"/> Use specific examples of migration using a choropleth (coloured) map <input type="checkbox"/> Analyse and explain where mega cities <input type="checkbox"/> Explain why megacities are where they are <input type="checkbox"/> Justify important examples of push and pull factors <input type="checkbox"/> Explain and assess what Windrush is, identify the countries involved and issues involved <input type="checkbox"/> Explain, name and assess the impacts of global refugee movements around the world and where people are moving to <input type="checkbox"/> Explain why people in Mexico might want to migrate to the USA <input type="checkbox"/> Evaluate how migrants are treated around the world – is it fair? <input type="checkbox"/> Literacy, speak and write like a geographer use terms like: international, crisis, EU, migration, push, pull, refugee, Windrush, internal