

Developing	Improving	Meeting	Exceeding
Students <b>rarely</b> demonstrate that they have met any of the criteria.	Students <b>occasionally</b> demonstrate that they meet <b>some</b> of the criteria for the term.	Students demonstrate that they <b>regularly</b> meet <b>most</b> of the criteria below.	Students <b>almost always</b> demonstrate that they meet <b>all</b> criteria. Often, they will take advantage of opportunities to broaden their understanding of the subject.

Geography	<p>Population and Migration</p> <p>Climate Change</p>	<p>Students can :</p> <ul style="list-style-type: none"> <li>• interpret patterns of population growth</li> <li>• Define birth rate, death rate, natural increase, population density, push and pull factors of migration, anti and pro-natal population policies.</li> <li>• Demonstrate competence in a range of skills including percentage change, mapping of data and completion of a population pyramid</li> <li>• Analyse key trends in population over time referring to population pyramids and future arising scenarios</li> <li>• Explain the causes and consequences of an ageing population in the UK</li> <li>• Evaluate the impact of a population policy</li> <li>• Analyse the key factors behind migration both internally and internationally across borders</li> <li>• <i>Identify</i> differences between the Greenhouse Effect, climate change and enhanced global warming</li> <li>• <i>Describe</i> and <i>explain</i> human and physical causes of climate change.</li> <li>• <i>Compare</i> the impacts of climate change on countries at different stages of development</li> <li>• <i>Apply</i> this knowledge to create a solution to climate change impacts on the school site.</li> <li>• <i>Evaluate</i> solutions to climate change at a local and global scale.</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zxv4cmn">https://www.bbc.co.uk/bitesize/articles/zxv4cmn</a></p> <p><a href="https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/4-1-5-population-structure">https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/4-1-5-population-structure</a></p> <p><a href="https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/13-1-1-world-population">https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/13-1-1-world-population</a></p> <p><a href="https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/13-1-3-ageing-populations">https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/13-1-3-ageing-populations</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/ztvtdmn/revision/4">https://www.bbc.co.uk/bitesize/guides/ztvtdmn/revision/4</a></p> <p><a href="https://www.bbc.co.uk/newsround/45880633">https://www.bbc.co.uk/newsround/45880633</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z773ydm#zgck96f">https://www.bbc.co.uk/bitesize/articles/z773ydm#zgck96f</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1">https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z8tsn9q">https://www.bbc.co.uk/bitesize/articles/z8tsn9q</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zcdw7yc">https://www.bbc.co.uk/bitesize/articles/zcdw7yc</a></p> <p><a href="https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/">https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/</a></p> <p><a href="https://www.rgs.org/schools/resources-for-schools/climate-change-resources-key-stage-three">https://www.rgs.org/schools/resources-for-schools/climate-change-resources-key-stage-three</a></p>
-----------	---	--	---