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| **Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Physical –**  **LITHOSPHERE** | Examine two distinctive landscapes –  Coastal and Glacial - and study their associated features. | * Describe features of a coastal landscape - both erosional and depositional - and explain their formation. * Discuss how the coastal landscape is used. * Describe land use conflict in coastal landscapes. * Describe features of a glacial landscape - both erosional and depositional - and explain their formation. * Discuss how the glacial landscape is used. * Describe land use conflict in glacial landscapes. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
| **Passport of Skills** |
| * Taking Responsibility * Communicating * Working with others * Managing, Planning, Organising |
| **Physical - HYDROSPHERE** | Examine the global hydrological cycle and changing river levels. | * Describe the global hydrological cycle. * Explain the working of a drainage basin. * Analyse and explain hydrographs. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Physical –**  **BIOSPHERE** | Examine the properties of three different soil types. | * Describe the properties of brown earth soil including drawing a soil profile. * Explain the soil forming factors of a brown earth. * Describe the properties of podzol soil including drawing a soil profile. * Explain the soil forming factors of a podzol. * Describe the properties of gley soil including drawing a soil profile. * Explain the soil forming factors of a gley. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **Physical - ATMOSPHERE** | Examine the workings of the atmosphere. | * Explain the global heat budget. * Explain the redistribution of energy within the global temperature gradient. * Explain the three-cell model of atmospheric circulation. * Explain how ocean currents help redistribute energy. * Describe the movement of the ITCZ over Africa. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Human –**  **URBAN** | Describe and contrast urban change within a developed and developing country. | * Describe and explain problems of housing in the developed world - Glasgow. * Discuss strategies to overcome these problems. * Describe and explain problems of traffic in the developed world - Glasgow. * Discuss strategies to overcome these problems. * Describe and explain problems of housing in the developing world - Rio. * Discuss strategies to overcome these problems. * Describe and explain problems of traffic in the developing world - Rio. * Discuss strategies to overcome these problems. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **Human - RURAL** | Examine the impact and management of rural land degradation (desertification). | * Explain the causes of desertification in the Sahel. * Explain the impact of desertification in the Sahel. * Explain the management of desertification in the Sahel. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Human –**  **POPULATION** | Examine issues concerning population including population change and migration. | * Describe how population is measured. * Explain problems associated with census taking. * Describe population structure including an understanding of population pyramids and the demographic transition model. * Describe issues and problems associated with changing population. * Examine different types of migration and the reasons behind the movement of people. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **Global Issues – CLIMATE CHANGE** | Examine global climate change. | * Explain the physical and human causes of climate change. * Describe local and global effects of climate change. * Explain management strategies to control climate change and their limitations. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Global Issues –**  **DEVELOPMENT & HEALTH** | Examine levels of development between different countries. Examine health issues and the causes and control of disease. | * Examine different types of development indicators and their validity. * Explain differences in levels of development between countries. * Explain primary health care strategies in the developing world. * Explain the causes of malaria and varied methods of prevention. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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| **MAP INTERPRETATION** | Be able to analyse and interpret an OS map. | * Understand how to use an OS map. * Be able to answer a map interpretation question. | As well as finishing off class work and consolidating knowledge through regular revision, pupils will complete an exam style question for each topic. | Check pupils are completing homework and studying for tests. Encourage pupils to observe and then share geographical knowledge during trips or activities. | A unit test will follow at the completion of each unit. |
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