|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |
| **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. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |