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| **N3-5** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Physical Environments - LIMESTONE** | Describe the features of a limestone landscape and explain their formation. | * Describe the main features of a limestone landscape. * Explain the formation of these features. * Recognise these features on an OS map. * Describe how people use a limestone landscape. * Explain conflicts that may arise between different land uses. | Pupils will regularly finish work or attempt practice questions.  Occasional project work to examine particular topics in more detail. | Make sure pupils are doing homework and studying in preparation for test and exams. | End of unit assessment based on National 5 level questions. |
| **Passport of Skills** |
| * Taking Responsibility * Communicating * Working with others * Managing, Planning, Organising |
| **Human Environments - RURAL** | Examine changes in the rural landscape and the causes of these changes and their impact.   * Developed World * Developing World | * Describe changes to the rural landscape in a developed country (UK). * Explain the reasons for these changes. * Explain the impact these changes have had on the landscape and people. * Describe changes to the rural landscape in a developing country (India). * Explain the reasons for these changes. * Explain the impact these changes have had on the landscape and people. | Pupils will regularly finish work or attempt practice questions.  Occasional project work to examine particular topics in more detail. | Make sure pupils are doing homework and studying in preparation for test and exams. | End of unit assessment based on National 5 level questions. |
| **Passport of Skills** |
| * Taking Responsibility * Communicating * Working with others * Managing, Planning, Organising |
| **Global Issues – NATURAL HAZARDS** | Examine three types of natural hazard  - Volcanoes  - Earthquakes  - Tropical Storms (Hurricanes). | * Examine the structure of the Earth with a detailed look at crustal plates and their movement. * Describe the structure of a volcano. * Explain the formation of a volcano. * Describe the impact of a volcano using the Montserrat eruption as a case study. * Explain the ways to reduce the impact of a volcanic eruption. * Describe the cause of earthquakes. * Describe the impact of an earthquake using the Kobe earthquake as a case study. * Explain the ways to reduce the impact of earthquakes. * Describe the formation of a tropical storm. * Describe the impact of a tropical storm using Hurricane Katrina as a case study. * Explain ways to reduce the impact of tropical storms. | Pupils will regularly finish work or attempt practice questions.  Occasional project work to examine particular topics in more detail. | Make sure pupils are doing homework and studying in preparation for test and exams. | End of unit assessment based on National 5 level questions. |
| **Passport of Skills** |
| * Taking responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **Physical Environments - WEATHER** | Describe and explain the main features of weather systems that affect the UK. | * Describe the main elements of the weather and how they are measured. * Understand the characteristics of air masses. * Explain the main factors that affect UK weather. * Describe the characteristics of weather station symbols. * Explain the features of a low pressure system (depression). * Explain the features of a high pressure system (anticyclone). * Describe the impact that the weather has on people. | Pupils will regularly finish work or attempt practice questions.  Occasional project work to examine particular topics in more detail. | Make sure pupils are doing homework and studying in preparation for test and exams. | End of unit assessment based on National 5 level questions. |
| **Passport of Skills** |
| * Taking responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **Human Environments – URBAN**  **(Developing World)** | Examine urban life in a developing world city and issues of housing and transport.    **Passport of skills**   * Taking responsibility * Managing, Planning, Organising * Communicating * Working with others | * Examine urban changes in Rio de Janeiro. * Focus on life in the Favelas and the issues associated with living in these places. * Examine solutions to urban problems of Rio. | Pupils will regularly finish work or attempt practice questions.  Occasional project work to examine particular topics in more detail. | Make sure pupils are doing homework and studying in preparation for test and exams. | End of unit assessment based on National 5 level questions. |
| **Human Environments - POPULATION** | Examine population issues at a local and global scale.  **Passport of skills**   * Taking responsibility * Managing, Planning, Organising * Communicating * Working with others | * Examine different indicators of development. * Describe factors influencing population distribution. * Understand population structures using population pyramids. * Examine reasons for population change. | Pupils will regularly finish work or attempt practice questions.  Occasional project work to examine particular topics in more detail. | Make sure pupils are doing homework and studying in preparation for test and exams. | End of unit assessment based on National 5 level questions. |