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| **S2** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Mapping Skills** | To be able to create and use different types of maps. | * Be able to draw a simple map with scale and key. * Draw and interpret various types of maps such as choropleth, isopleth etc. * Understand latitude and longitude. * Be able to use an OS map including * Symbols * Grid References * Scale, distance & direction. | 1. Draw an accurate scaled map of bedroom 2. 6-figure grid references. | Help with measuring for bedroom map.  Identify maps in the house. | Grading of various maps produced.  End of unit map skills test. |
| **Passport of Skills** |
| * Managing, Planning, Organising * Communicating * Working with others |
| **Trade & Aid** | Understand the reasons for and importance of trade between countries. Understand the need for aid of differing types. | * Describe the origin of their bags, jackets and shoes. * Know the terminology of trade, i.e., imports, exports etc. * Understand the reasons for Fairtrade and examples in practice. * Be aware of globalisation in terms of trade and products. * Understand what is meant by aid, both short and long term. * Know examples of when aid was needed. | 1. Fashion task looking at pupil’s own clothes. 2. Poster detailing where pupil’s items come from. | Help pupil examine the origins of the things they own. | Pupils will carry out £150 to save the world exercise which will be graded. |
| **Passport of Skills** |
| * Taking Responsibility * Communicating * Managing, Planning, Organising * Working with others |
| **Rainforests** | To examine the nature of rainforests and the threats that they face. | * Describe and map the location of rainforests * Describe the climate of the rainforests and draw climate graph. * Describe the vegetation of the rainforest and understand layering. * Describe the animals of the rainforest and explain the threats they face. * Describe life for indigenous rainforest people. * Explain why indigenous people are facing changes to their lifestyle. * Give reasons for deforestation. * Describe the consequences of deforestation. * Offer solutions to deforestation. | 1. Rainforest ecosystems worksheet.  2. Shifting Cultivation exercise.  3. Letter to Brazilian Government. | Ensure homework is done and look for references to the rainforest on television or magazines. | In groups pupils devise new environmental charity to save the rainforests. They present their ideas as a poster and talk. |
| **Passport of Skills** |
| * Communicating * Managing, Planning, Organising * Working with others |
| **Hot Deserts** | To examine the hot deserts of the world and geographical issues associated with this landscape and climate. | * Describe and map the location of hot deserts. * Describe the climate of the hot desert and draw climate graph. * Describe life in the desert and how plants such as the cactus survive. * Describe how animals are adapted to life in the desert. * Describe life for desert people. | 1. Pupils write descriptive account of life in the hot desert. |  | Pupils complete a summary poster which will be graded. |
| **Passport of Skills** |
| * Taking Responsibility * Managing, Planning Organising |
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| **Natural Hazards** | Understand the location, nature and associated issues of Earthquakes and Volcanoes | * Locate and explain the distribution of earthquakes and volcanoes. * Describe a volcano and explain its formation. * Describe an earthquakes and explain its formation. * Describe the impact of earthquakes and volcanoes. * Describe strategies to reduce the impact of earthquakes and volcanoes. | Pupils complete a project on an earthquake or volcano of their choice. | Assist with project work and be aware of earthquakes and volcanoes on the news. | End of unit test.  Grading of projects. |
| **Passport of Skills** |
| * Taking responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **IDL – Environmental Issues** | Explain various issues affecting the environment of planet Earth. Consider solutions to these problems. | * Examine various environmental issues. * Examine the school to determine how eco-friendly it is. * Consider simple solutions to environmental problems. * Promote one action that could help the environment. |  | Encourage pupils to take action to help the environment and support strategies at home. | Examination of work produced. |
| **Passport of skills**   * Taking responsibility * Managing, Planning, Organising * Communicating * Working with others |
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