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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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