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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. |