|  |  |  |
| --- | --- | --- |
| Es and Os for whole unit  S1 Geography Skills  I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone.  **SOC 3-12a**  I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned.  **SOC 4-10b**  I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.  **LIT 3-28a**  I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.  **LIT 3-06a / LIT 4-06a**  I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.  **MNU 3-20a**  I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 3-11a  Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 3-12a  I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a** | Learning Intentions   * We are learning about some of the key research skills used by Geographers. * I am learning to use gathering techniques to investigate my local area of Oban. * I am learning to present and interpret my gathered data * We are learning how to measure and record wind direction, wind speed and temperature. * We are learning to present geography data using appropriate graphs and diagrams and come to a conclusion. | Success Criteria   * I can identify when to use the correct gathering and processing techniques when carrying out my own research. * I can collect information in a variety of ways about my local area. * I can use an anemometer, wind vane and thermometer accurately to collect weather data * I can present my geography data onto a poster using the correct graphs and make conclusions about what I have found. |
| **Benchmarks- Social Subjects**   * Demonstrates a basic understanding of the relationship between weather and climate * Explains in some detail how any chosen urban area  has developed, and evaluates the impact on the society. | **Bench marks for numeracy**   * *Sources information or collects data making use of technology where appropriate.* * Interprets data sourced or given. * Analyses data and draws appropriate conclusions. * *Determines if data is robust, vague or misleading by considering, for example, the validity of the source, scale used, sample size, method of presentation and appropriateness of how the sample was selected.* | **Bench marks for literacy**  When writing to convey information, describe events, explain processes or concepts, and combine ideas:   * Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre. * Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence. * Organises and structures ideas or information in a coherent way. * Uses a variety of linking words or phrases. * Uses topic sentences to introduce the focus of paragraphs where appropriate. * Uses appropriate tone and vocabulary for purpose and audience. |
| Outline of tasks  Pupils introduced to the skills of;   * Field Sketches * Traffic survey * Bar graph or pie chart | Pupils then complete a project on Oban, where they are asked to sketch houses from two different areas of Oban. Complete a building condition survey on the two different areas. Pupils will then learn about gathering weather data and be given the opportunity to collect their own data using an anemometer and a thermometer | On-going assessment   * Pupils able to complete a field sketch of the school labelled accurately * Pupils able to carry out a traffic count successfully. * Pupils able to process their traffic count onto a bar graph or pie chart. |
| Holistic assessment task  SOC4-10b  SOC 3-12a  LIT 3-06a  LIT 3-15a  LIT 3-24a  MNU 3.20a/4-20a | Learning Intentions   * We are learning to present geography data using appropriate graphs and diagrams and come to a conclusion. | Success criteria   * I can present my geography data onto a poster using the correct graphs and make conclusions about what I have found. |
| **Teacher evaluation of unit of work**   * We were too ambitious and tried to cover too many E’s and O’s which we ended up not doing as we ran out of time. * Lessons within the unit went well * The holistic task was too teacher lead and didn’t allow the pupils to take ownership. * Needs to be more pupil choice and pupil lead. |  | **Next Steps**   * Reduce the E’s and O’s we are covering * Change the skills we teach in the core lesson to traffic count, litter count and environmental quality index. * For the holistic assessment - give pupils hypothesis and ask them to work out how they will accept/reject it. |