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| Level 3 Geography BGE |
| E and O | Year group | Learning intention | Benchmarks  | Evidence | Skills | Lit/Num/HwB | IDL |
| Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.**SOC 3-07a** | **S2** | - Identify the layers of the earth- Describe and Explain the movement of tectonic plates to form volcanoes and earthquakes - Investigate structure of an earthquake | Researches the process which form landscapes across the world Explains for a chosen landscape at **least three** processes involved in the development of that landscape e.g. coasts, volcanoes, glaciated  | **PLP**JotterHW | Annotating diagrams Note taking CreativityDecision making PlanningResearchGroup workCommunicationExtracting key information | **Lit:****LIT 4-21a****LIT 2-21a****LIT 3-21a****LIT 3-14a / LIT 4-14a****LIT 2-14a****HWB 2-19a****HWB 3-19a** | **M.SSOC 3-19b** |
| I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.**SOC 3-08a** | S1 | * To assess the impact of a lack of clean water can have on Developing countries
* To understand the strategies used by water aid to help address the problems of the lack of clean water
 | Explain at **least three** consequences of an environmental issue, and for each suggest how they could be managed.  | JotterHWPresentation  | Note takingProblem solvingThinking skillsPresenting Creating | **Lit:2:15a****3-24a****HWB: 2:15a** | Presenting Chemistry water issues/ purification  |
| **S2** | * To understand the causes of deforestation, the impacts and methods to conserve the rainforest
 | Explain at **least three** consequences of an environmental issue, and for each suggest how they could be managed.Analyse graphical sources of evidence to support a conclusion | HW**PLP**Jotter | ResearchNote takingExtracting key information | **LIT 2-05a****LIT 3-05a / LIT 4-05a****LIT 2-29a****LIT 3-29a****LIT 4-29a** | **M.S SOC 2-15a, SOC 3-15a** |
| **S2** | * Identify causes of litter and pollution in local area
* Conduct and explain an environmental survey
* Invent an environmentally friendly product/design/idea to promote sustainability
 | Explain at **least three** consequences of an environmental issue, and for each suggest how they could be managed. | Peer assessment Survey analysis Unit evaluationsSkills passport | Group workCommunicationPresentingDecision makingProblem solving | **LIT 2-02a****LIT 3-02a****LIT 4-02a****LIT 2-24a****LIT 4-24a****LIT 3-24a****MNU 2-20b****HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a****HWB 2-19a****HWB 3-19a** | **Technical?****Science?**  |
| S1(elective) | * Identify flood risks in my local and potential strategies to reduce the impact
* Reduce flood risks and consequences of flooding
 | Explain at **least three** consequences of an environmental issue, and for each suggest how they could be managed. | Booklet  | Employability Decision makingJustifying choices | **HWB 3-11a / HWB 4-11a****HWB 3-19a** | **ICT****DYW** |
| I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.**SOC 3-10a** | **S2** | * To interpret climate graphs
* To be able to explain why rainforests are so hot
* To understand the conditions of the layers of the rainforest and the animals found in each layer
* To identify food/products that come from the Rainforest
 | Use a research method to investigate a climate and describe a climate different to their own, in terms of climate, physical features and living thingsExplain at **least three** links between climate, physical features and living things in that environment  | Model JotterEnd of unit assessment Menu  | ICTCreativityIndependent research | **Lit:** **LIT 4-21a****LIT 2-21a****LIT 3-21a****LIT 2-06a****LIT 3-06a / LIT 4-06a****Num:****MNU 2-20b** | MathsBiologyICT |
| I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.**SOC 3-11a** | S1 | * To compare the key population and development statistics for Scotland and India
* To understand the key terms birth rate, life expectancy, infant mortality
* To give some basic reasons for the differences between Scotland and India
 | Identifies at **least three** social and economic differences between developed and developing countries e.g. infant mortality rate, % adult literacy, GDPSuggest possible ways these differences would be reduced, and provide opinions as to their likely success Analyse graphical sources of evidence to support a conclusion  | PosterHW**PLP** | Group workExtracting informationUnderstanding key terms  | **HHWB 2.11a, 2.14a****Lit 2.09a** |  |
| **S2** | * To understand the definition of fair-trade
* Explore the impact of fair-trade on developing countries
 | Suggest possible ways these differences would be reduced, and provide opinions as to their likely success  | HomeworkPresentationJotter | Group workResearchDecision makingJustifying answers  | **Lit:** **LIT 2-02a****LIT 3-02a****LIT 4-02a****LIT 2-24a****LIT 4-24a****LIT 3-24a****HWB:****HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a** | **M.S SOC** **3-20b** |
| 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** | S1 | * To understand the difference between the terms climate and weather
* To be able to construct a climate graph for India or Scotland
* To compare the climate of India and Scotland
* To understand the cause of the monsoon
 | Use at **least one** research method to find out about the relationship between weather and climate Explains a weather pattern within a selected zone  | HWEnd of unit assessmentJotter | Thinking skills Data handling AnnotatingNote talking  | **LIT 2-21a****MNU 2-01a****MTH 2-21a / MTH 3-21a** | Maths |
| S1(elective) | * Collect and record weather information in school
* Understand a stage in the passage of a depression
* Present depression forecast
 | -Use weather instruments to read data- Create a climate graph for Scotland- Describe and explain the weather associated with one stage of a depressions- Describe and explain one stage of a depression | PresentationBooklet | Problem solvingData handlingTeam workPresentationPresentationThinking skills | **MNU 2-01a****MTH 2-21a / MTH 3-21a****LIT 3-05a / LIT 4-05a****LIT 2-10a** / **LIT 3-10a****LIT 3-21a****HWB 3-11a / HWB 4-11a** |  |
| By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others.**SOC 3-13a** | S1 | * To understand the differences in housing and life between the rich city dwellers and poor shanty town dwellers in Mumbai
* Describe and explain conditions in Shanty towns
 | Present at **least three** explanations as to how landscapes influence human activity, using two contrasting zones  | HW **PLP**Wall displayModelEnd of unit assessment  | Note takingGroup workClass discussionsCreativity  | **Lit 2.05a,3.05a****LIT 2-15a****3-14a****2-21a,3-21a 2-24a, 3-24a** | Modern studies 2-19a |
| S1 | * To be able to describe the farming landscape in India and Scotland
* To understand the main differences between farming in Scotland and India
* Use a budget to design a UK farm
 | Present at **least three** explanations as to how landscapes influence human activity, using two contrasting zones | End of unit assessment Jotter work  | AnnotatingProblem solvingTeam work Budget | **Num*****MNU 2-09c******MNU 2-07a******MTH 2-17d*** | Maths |
| I can use a range of maps and geographical information systems to gather interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.**SOC 3-14a** | S1 | - To identify the neighboring countries, seas, islands, oceans and mountains in India- To identify a range of physical features on a map of Scotland | Use relevant numeracy and ICT skills to interpret at least two sources of data from maps and graphical information systems Locate increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider worldUse at l**east one** graph and a UK map to support conclusions  | JotterEnd of unit assessment | Understanding and applyingAtlas and map skills |  |   |
| S1 | * To be able to locate the key towns, cities, rivers, mountains, islands, seas on a map of Scotland.
* To be able to research tourist attractions to visit in Scotland
* To be able to write a tour guide using map skills –grid references, scale, direction, heights
* To be able to use a map to give directions, distances and heights
 | Use relevant numeracy and ICT skills to interpret at least two sources of data from maps and graphical information systemsLocate increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider worldUse at l**east one** graph and a UK map to support conclusions | **PLP**Homework  |  Map skillsCreativityResearchICT  | **MTH 2-17c****MTH 2-17d****MTH 2-18a****Lit 2-06a, 2.02a****2-21a,3-21a****2-24a** | MathsEnglish  |
| **S2** | * To identify the location of tropical rainforests and other physical features son a world map
 | Use relevant numeracy and ICT skills to interpret at least two sources of data from maps and graphical information systemsLocate increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider worldUse at l**east one** graph and a UK map to support conclusions | **Jotter** | Map skillsGroup work  | **LIT 3-14a / LIT 4-14a****LIT 2-14a** |  |
| **Blooms taxonomy** | Evidence | Skills for life, learning and work | Evidence |
| Create | Water idea, shanty town on a plate, Scotland farm, shanty town wall display, fair-trade product, rainforest model  | **Literacy**(Reading, writing, listening, talking) | Jotter, homework, assessments  |
| Evaluate | Banana game, deforestation lessons, differences in development between Scotland/India  | **Numeracy**(number processes, money, time, measurement, information handling | Climate graphs, map skills, farm game, interpreting population pyramids  |
| Analyse | Climate graphs, comparing population pyramids  | **Health and wellbeing** (personal learning, emotional wellbeing, physical wellbeing, relationships, [planning for, and making, choices and changes)  | PLP, next steps, strengths  |
| Apply | Displays, homework, posters, presentations  | **Employability, enterprise and citizenship** (Employability, ICT, working with others, enterprise, leadership, citizenship) | ICT, group work, presentations, citizenship (water), enterprise (fair-trade)  |
| Understand | Give reason why, use of key terms, understanding of Geography command words  | **Thinking skills** (Remembering, Understanding, applying, analysing and evaluating) | Key command words used throughout lessons  |
| Remember | Physical features of Scotland/India  |