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| **Level 4 Geography BGE** | | | | | | | |
| E and O | Year group | Learning intention | Benchmark | Evidence | Skills | Lit/Num/HwB | IDL |
| I can explain how the interaction of physical systems shaped and continue to shape the Earth’s surface by assessing their impact on contrasting landscape types.  **SOC 4-07a** | **S2** | Identify the layers of the earth  Describe and Explain the movement of tectonic plates | Explains in detail how at least two landscape types from across the globe are formed. | Jotter  **PLP**  Homework | Annotating diagrams  Note taking  Creativity | **LIT 4-21a**  **LIT 2-21a**  **LIT 3-21a** |  |
| I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.  **SOC 4-08a** | **S2** | To understand the causes of deforestation, the impacts and methods to conserve the rainforest | Evaluates the sustainability of key natural resources and analyses possible implications for human activity.  Explains how the control of important raw materials can affect the international power and influence of states for example oil. | **PLP**  Homework  Jotter | Research  Note taking  Extracting 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** |
| Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.  **SOC 4-09a** | **S1** | To be able to describe the farming landscape in India and Scotland  To understand the main differences between farming in Scotland and India | Evaluates the role of agriculture in food production and draws reasoned conclusions about the environmental impacts and therefore the sustainability of these methods. | Jotter  HW (recipe) | Annotating  Thinking skills  Justifying answers | **LIT 2-21a** |  |
| I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.  **SOC 4-09b** |  |  |  |  |  |  |  |
| I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.  **SOC 4-10a** | **S2** | To understand the definition of fair-trade  Explore the impact of fair-trade on developing countries | Describes and makes valid conclusions about the impact of human activity on a chosen area.  Explain the impact of an economic activity in a chosen area and beyond.  Researches the globalisation of trade, explains the interdependence of countries and areas of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries. | Homework  Presentation | Literacy  Group work  Communication  Presenting  Justifying 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** |
| **S2** | To understand the causes of deforestation, the impacts and methods to conserve the rainforest | Describes and makes valid conclusions about the impact of human activity on a chosen area.  Evaluates the sustainability of key natural resources and analyses possible implications for human activity. | **PLP**  Homework  Jotter | Research  Note taking  Extracting 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** |
| S1  (elective) | At least 3 consequences of flooding  At least 3 solutions to reduce impact | Describes and makes valid conclusions about the impact of human activity on a chosen area. | Booklet | Decision making  Justifying choices | **HWB 3-11a / HWB 4-11a**  **HWB 3-19a** | **ICT**  **DYW** |
| 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** | S1 | Describe the structure of a shanty town  Explain the issues of living in a shanty town | Explains how any chosen urban area has developed, and evaluates the impact in the society. | Jotter  Assessment  model | Note taking  Group work  Creativity | **Lit 2.05a,3.05a** |  |
| Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond.  **SOC 4-10c** | **S2** | To understand the definition of fair-trade  Explore the impact of fair-trade on developing countries | Describes and makes valid conclusions about the impact of human activity on a chosen area.  Explain the impact of an economic activity in a chosen area and beyond.  Researches the globalisation of trade, explains the interdependence of countries and areas of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries. | Homework  Presentation | Literacy  Group work  Communication  Presenting  Justifying 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** |
| Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.  **SOC 4-11a** |  |  |  |  |  |  |  |
| I can explain how the distribution and control of important natural resources affects the international power and influences of states.  **SOC 4-11b** |  |  |  |  |  |  |  |
| I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies.  **SOC 4-11c** | S1 | Explaining consequences of population pyramids for Scotland and India | Compares and contrasts the population structure of Scotland with a chosen country in a contrasting area. Expresses informed opinions about the future implications of these structures for both societies. | **PLP**  Jotter  Homework | Thinking skills  Interpreting data | **LIT 2-09a**  **HWB:**  **2-11a, 2-14a** |  |
| I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life.  **SOC 4-12a** | S1  (elective) | Identify:   * Causes of climate change * Impact on weather patterns e.g. ITCZ, monsoon * Consequences of Climate change * Solutions | Explains links between weather and air pressure. | Poster/report | Extracting information  Group work  Information handling  Communication skills |  | ICT |
| I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact.  **SOC 4-12b** | S1  (elective) | Identify:   * Causes of climate change * Impact on weather patterns e.g. ITCZ, monsoon * Consequences of Climate change * Solutions | Identifies threats facing main climate zones and analyses how these threats impact on the way of life.  Uses research techniques to determine the impact and possible outcomes of climate change on a chosen region and proposes reasoned strategies to slow or reverse the impact. | Poster/report | Information handling  Presentation  Layout  Spelling terminology | HWB 3-19a | ICT |
| I can demonstrate an understandingof weather and climate by explaining the relationship between weather and air pressure**.**  **SOC 4-12c** |  |  |  |  |  |  |  |
| I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes.  **SOC 4**-**14a** |  |  |  |  |  |  |  |