

S3 Broad General Education Plan – Breadth, Depth, Challenge and Skills

Social Subjects: Geography Course

Geopolitics	Desert Environments	Urban Environments	Sustainable Environments	Limestone landscapes	Tourism	Industrial Landscapes
<p>Learning and Teaching Focus:</p> <p>Pupils will: Identify continents, Developed & Less Developed Countries</p> <p>Define what is development</p> <p>Explain how physical geography can help or hinder development of a country</p> <p>Investigate why DRC is called ‘the richest poor country in the world’</p> <p>Explore ‘factfulness’ – facts that show how the world is getting better</p>	<p>Learning and Teaching Focus:</p> <p>Pupils will: Describe the features of desert environments</p> <p>Describe and explain the climate and weather of desert environments</p> <p>Explain and animals and humans survive in desert environments</p> <p>Explain why 300 million people live in desert environments</p> <p>Explain why 1 billion people are at risk of living in desert environments</p> <p>Investigate should humans be allowed to use the Tundra</p>	<p>Learning and Teaching Focus:</p> <p>Pupils will: Define what is an urban environment</p> <p>Explain why there are different types of settlement</p> <p>Explain why some settlements grow in size more than others</p> <p>Explain why Glasgow grew</p> <p>Identify settlement features on a map</p> <p>Explain how the site of a settlement affects its size</p> <p>Recognise the function(s) of a settlement on a map</p>	<p>Learning and Teaching Focus:</p> <p>Pupils will: Understand how to write detailed descriptions</p> <p>Complete an EQI to describe places in detail and compare these places</p> <p>Describe the worst housing around the world and explain why it exists</p> <p>Define the features of sustainable buildings</p> <p>Investigate an area in Inverclyde:</p> <ul style="list-style-type: none"> Describe the quality of the environment Describe and explain a sustainable development for the area 	<p>Learning and Teaching Focus</p> <p>Pupils will: Describe the characteristics of limestone and processes which shape it</p> <p>Describe and explain the formation of surface features found in limestone areas</p> <p>Describe and explain the formation of underground features found in limestone areas</p> <p>Describe land uses in the Yorkshire Dales (a limestone area) and explain their benefits</p> <p>Describe the land use conflicts found in the Yorkshire Dales and solutions to these conflicts</p>	<p>Learning and Teaching Focus</p> <p>Pupils will: Define main features of tourism industry</p> <p>Demonstrate the skills required to work in tourism industry</p> <p>Describe the benefits and problems of Mass Tourism</p> <p>Describe features of responsible tourism</p> <p>Describe features of eco-tourism</p> <p>Describe impacts of eco-tourism</p> <p>Organise an itinerary for an overseas tourist coming to Scotland</p>	<p>Learning and Teaching Focus:</p> <p>Pupils will: Describe 3 main types of industry</p> <p>Identify the location factors that determine best location for shops and services</p> <p>Identify the location factors that determine best location for manufacturing industries</p> <p>Research the 3 main types of farming and identify the reasons for their different locations</p>
<p>Home learning: What do people need to improve their life task</p>	<p>Home learning: Mountain relief rainfall task</p> <p>How plants survive in deserts task</p> <p>Research: life in the Tundra</p>	<p>Home learning: Choosing a settlement site task</p> <p>Describe your ideal settlement</p> <p>Revise for end of unit assessment</p>	<p>Home learning: Complete an EQI of home area</p> <p>Research a real-life sustainable building</p> <p>Gather resources for ‘Sustainable development in Inverclyde’ project</p>	<p>Home learning: Research difference s between surface features and examples of impacts of sinkholes</p> <p>Revise for assessment on the formation of one surface and one underground limestone feature</p>	<p>Home learning: Research top 5 overseas destinations for UK tourists</p> <p>Research cultural faux-pas of UK tourists</p> <p>Research information for overseas tourists itinerary in Scotland</p>	<p>Home learning: Revise for end of unit assessment</p>
<p>Assessment Approach and evidence gathered:</p> <p>Individual task: Complete a world map summarising how physical geography has affected development in different regions/countries</p> <p>Group task: poster summarising geopolitics of DRC</p>	<p>Assessment Approach and evidence gathered:</p> <p>Individual task: Produce a report based on investigating the Tundra environment, how humans use the Tundra and the problems caused by humans using the tundra</p> <p>Group task: explaining desert climate</p>	<p>Assessment Approach and evidence gathered:</p> <p>Individual task: end of unit assessment based on revision and using map skills</p>	<p>Assessment Approach and evidence gathered:</p> <p>Individual task: Produce a poster summarising an investigation of an area in Inverclyde and the sustainable development that should take place to improve the area</p>	<p>Assessment Approach and evidence gathered:</p> <p>Individual task: timed assessment on the formation of one surface and one underground limestone feature</p>	<p>Assessment Approach and evidence gathered:</p> <p>Group task: Definition of Mass Tourism, reasons for its growth and problems caused by Mass Tourism</p> <p>Individual task: Produce a detailed itinerary for an overseas tourist coming to Scotland</p>	<p>Assessment Approach and evidence gathered:</p> <p>Individual task: end of unit assessment based on revision and using map skills</p>
<p>Key Skills: Literacy/Numeracy/ HWB/ Digital Literacy</p> <p>Across all units</p>	<p>I can write very detailed descriptions and explanations</p> <p>I can discuss and explain factual information with confidence</p> <p>I can compare and contrast information on a topic</p> <p>I can interpret key data from diagrams and tables</p> <p>I can make an informed choice using sources to support my decision</p>			<p>I can research key issues/events using written and digital media</p> <p>I can gather geographical information and draw conclusions</p> <p>I can select and create my own notes using a variety of evidence; written, visual and digital.</p> <p>I can present information logically and clearly</p> <p>I can present information in a variety of ways; oral, written, digital</p>		
<p>Skills for learning, work and life</p> <p>Across all units</p>	<p>Thinking</p> <p>Critical thinking</p> <p>Personal reflection</p> <p>Problem solving</p> <p>Developing sequence and logic</p> <p>Making sense of the work around us</p> <p>Decision making</p>			<p>Working with others</p> <p>Communication skills – written, verbal, digital</p> <p>Developing informed opinions</p> <p>Developing organisational skills</p> <p>Use of digital media for research/presentation</p>		