

Y9 GEOGRAPHY

RESOURCE MANAGEMENT- How do we use and abuse our resources?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • The challenges in the human environment is about human processes & systems, how they change over location & time. This unit looks at how we use resources (food, water & energy) which are fundamental to human development. The changing demand & provision of resources in the UK creates opportunities & challenges. • Then there is a specific focus on food- its demand is rising globally, but supply can be insecure, which may lead to conflict. Therefore different strategies are used to increase food supply & these are investigated at different spatial levels. • The unit gives opportunities to develop geographical skills such as: description of patterns of distribution in maps & graphs, carry out research, use numerical data & analyse it and present data using different graphical techniques. 	<ul style="list-style-type: none"> • Resources are fundamental to everyday life and development, but are not distributed evenly across the earth. How does this uneven distribution link to a countries' income & development? • A focus on the UK & the opportunities & challenges faced by the UK in the provision of food, water & energy. The management & impacts of their exploitation. • A global focus on food management & supply- where is food consumed, where is it scarce & factors affecting supply. What are the impacts of food insecurity socially, economically, environmentally & politically- the conflicts that can occur due to food insecurity. How is food supply increasing- an investigation into different strategies to increase food production globally with a case study. • What is the potential for sustainable food supplies- looking at the harm to the environment, but ensuring supplies now & for future generations? The management of food supplies sustainably too. 	<p>Nourishment Nutrition Organic Agribusiness Aeorponics Hydroponics Biotechnology</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • Develop vocabulary both verbally and in written. • Writing frames; success criteria and mark schemes. • VIP strategy for disadvantaged students 	<ul style="list-style-type: none"> • Globalisation – investigation into the interdependence of food production and trade on climate change, economic development and the physical environment. 	<ul style="list-style-type: none"> • Explore ideas of opportunities for employment in renewable energies & food production industry especially locally with numerous offshore windfarms & agricultural bases

<ul style="list-style-type: none"> • Some pupils will progress further and start to describe and begin to explain. • Relevant SEND support based on student's individual needs and passport information. 	<ul style="list-style-type: none"> • How we as consumers can have an impact on the environment with food miles, carbon footprints, organic farming & sustainable food production. The development of renewable energy supplies and reduction in the reliance on fossil fuels. • The controversial exploitation of resources e.g. fracking. • Global demand & consumption of food & related health issues, how climate change will impact this production too. Food waste & changing diets e.g. veganism. 	<p>including scientific development of food in Norwich e.g. Colman's & John Innes Centre. How farming has changed to maintain food supply through rising demand.</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> • Moral- Students will be exploring the moral context of energy use, food production & water use and the impact on the environments & people. The conflicts & suffering caused by the insecurity of the above 3. • Historical – the use of nuclear power & the consequences of that e.g. Chernobyl, famines, droughts & social unrest due to lack of food/water. 	<ul style="list-style-type: none"> • Cross curricular links with the science department looking climate change, food production e.g. GM crops, renewable energy & fossil fuels. • Cross curricular with Character and Culture influence of human decisions, with regards to use of resources against the environmental impact e.g. Fracking. • Opportunities to promote reading aloud and for extended writing. • Numeracy through analysis of data, reading graphs and charts to establish patterns. Construction of graphs and presentation of data over time. 	<ul style="list-style-type: none"> • That this is a problem that affects the poorest parts of the world & not us. How this is linked to so many other aspects of geography- refugees, climate change, development, war/conflict, and farming is not just a tractor in a field! How changing diets can impact climate change.
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> • Use of Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a regular basis. Reviews understanding and comprehension and retention of key knowledge. • Exam questions for all 3 key question styles- explain, analyse and evaluate. Model answers, structure guides and scaffolding available for each question. • Assessment through in class tasks to ensure understanding and application of key skills such as; describing patterns using maps and data, applying numerical data in decision making activity, reading and creating different types of graphs. 		

Home learning

- Revision for accumulated learning quizzes
- Exam practice questions- modelled and structured/planned in class
- Revision for end of topic test, as well as re-drafting based on FB4 for end of topic test.
- Online Seneca learning

Feedback

- Feedback 4 used for all assessed exam questions
- Live marking using iscan - self assessment and green pen.
- Fortnightly knowledge quizzes- peer assessed and collated.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													