

Y8 GEOGRAPHY

CLIMATE GHANGE- How is our climate changing?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Climate change is a controversial issue affecting the future of our planet. In this unit, students will investigate the evidence of climate change, the causes and consequences and the options for the planets future. will start to study geographical processes which produce the weather, They will build on the knowledge and understanding gained in the unit on weather, the geographical processes which produce our weather, different weather zones, and the factors which can change it. Throughout the unit we will start to explore the evidence for climate change from global warming to melting ice sheets. The causes and consequences from natural to human, but also local consequences from local to global. E.g. rising sea levels, extreme weather events & famine. What is the future of climate change- link to development, international agreements to the individual- what can I do? 	<ul style="list-style-type: none"> Students will understand the evidence of climate change, causes and consequences. These causes are both human & natural. The consequences are what could impact them here & now to what is changing globally & how it can impact them. To understand how human and physical processes interact to influence, and change the climate: and how human activity have an impact on our climate. What can we do to change our habits to limit the impacts which are likely to affect us all in a short timescale? 	<p>Weather Climate Extreme</p>
Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Some pupils will progress further and start to describe and begin to explain climatic processes relating to climate change and the associated events. Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students. Success criteria. 	<ul style="list-style-type: none"> Recent extreme weather events such as the flooding, heat waves, snow storms in the UK. Rising sea levels & the impacts locally. Students will look at impacts of extreme weather events from a social and economic point of view. 	<ul style="list-style-type: none"> Explore professions linked to weather & climate e.g. environment agency, environmentalist, climatologist working in Antarctica. Watch the film 'The Day after Tomorrow' How will this affect THEM now and in the future, but also their children.

<ul style="list-style-type: none"> • Relevant SEND support based on student's individual needs and passport information. 	<ul style="list-style-type: none"> • From a political point of view we will start to explore the concept of Climate Change, what we mean by this and the impact of climate change on the world in 21st C and the future. Reading -The Conversation – a wealth of articles – frequently updated – highly recommended! https://theconversation.com/uk/topics/climate-change-27 • Extension work- home learning Greta Thunberg's manifesto available through the geography department – exploring young adult raising awareness and impact of protest to make change. 	
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • From a historical and social context students will explore how climate has changed over time & the evidence for this, potential causes of this, linking to impact of human consumptions and the way society and industry has changed in order to accommodate out living standards. • From an ethical and spiritual point of view, students will be asked to reflect upon our responsibility with regards to climate change, and weather we have a moral duty to act upon the evidence with regards to climate change when we can see the impact that extreme weather events can have upon communities across the globe. 	<ul style="list-style-type: none"> • The unit links closely to science both for global warming, greenhouse effect, but the use of resources. • Numeracy – being able to read, produce and analyse climate graphs. • Literacy – use of keywords in context, through inclusion in activities and expectation of use in extended writing. • Opportunities for class reading out load using a variety of different texts, including newspaper articles. 	<ul style="list-style-type: none"> • The difference between climate & weather. • What is the greenhouse effect & global warming- how are the different, but linked?
Assessment timeline:		
<ul style="list-style-type: none"> • Regular re-visits of key vocabulary and subject knowledge through starter tasks, re-cap quizzes. • Extended writing tasks for the future of climate change. 		

- ## Home learning

- ## Feedback

- Feedback will follow school policy and include live feedback.
- Peer reading and feedback will be used through sharing of work- peer assessments.
- Re-cap quiz will be marked mainly using self-assessment.

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Unit:																													

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