

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 Aeroponics Hydroponics Biotechnology Resources Carbon footprint Food miles Surplus/deficit Security/insecurity Fracking Famine Malnourishment Conflict Irrigation Sustainability</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. • 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>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<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.
Assessment timeline:		
<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.

Feedback

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| <ul style="list-style-type: none">• Feedback 4 used for all assessed exam questions• Self assessment/marking and green pen.• Knowledge quizzes- self assessed. |
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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:																													