

Cardinal Newman School: Medium Term Plan

Year: 9	Topic/Theme: Making geographical decisions	Unit Title: Forest under threat	Term: 1.1
<p>Overview of SOW: <i>Increased understanding about the threats to forest biomes and how these can be reduced. A study of two types of forest- Tropical rainforest, and Taiga (boreal) forest</i></p> <ul style="list-style-type: none"> • Knowledge: How the tropical rainforest reflects the equatorial climate • How the taiga reflect the subarctic climate • How different the climates are of the TRF and the taiga • The threats to the TRF • The threats to the Taiga • How the TRF can be protected • How the taiga wilderness area can be protected <p>Skills:</p> <ul style="list-style-type: none"> • Recognise & describe distributions & patterns of both human & physical features at a range of scales using a variety of maps & atlases • Draw, label, annotate, understand & interpret sketch maps • Recognise & describe patterns of vegetation, land use & communications infrastructure, as well as other patterns of human & physical landscapes <p>End Point:</p> <ul style="list-style-type: none"> • Ability to use and interpret nutrient cycle diagrams and food web diagrams • GIS to identify the pattern of forest loss • Use data and case studies to understand the distribution of forests and the importance of protecting forests. 			
<p>Prior Learning: (Linked Topics)</p> <p>Eco systems (Year 8) Layers of the rainforest Importance of the rainforest Threats to the rainforest</p>	<p>National Curriculum Links:</p> <p>Science</p>	<p>GCSE (or A Level) AO Links:</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of:</p> <p>a) Concepts & how they are used in relation to places, environments & processes</p> <p>The inter-relationships between places, environment & processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information & issues & to make judgements</p> <p>AO4: Select, adapt & use a variety of skills & techniques to</p>	<p>Opportunities for mastery/stretch and challenge:</p> <ul style="list-style-type: none"> • HA assessment structure – less scaffolding after skills teaching. • HA questioning – more evaluative and less recall. • HA sources and texts used within lessons. • ‘Ask the teacher’ after reading sources and texts (structured questioning). • HA resources for homework tasks. • HA recommended reading lists. • Group work

		investigate questions & issues & communicate findings	
<p>Key words/Vocabulary:</p> <ul style="list-style-type: none"> • Biodiversity • Canopy • Emergent • Sub-canopy • Exploitation • Nutrient cycle • Biomass • Leaching • Boreal/taiga • Adaptation • Direct threat • Indirect threat • Conservation • Sustainability • Selective logging • <p>Key Questions (product/process/developmental):</p> <ul style="list-style-type: none"> • Define biodiversity? • Calculate the rates of deforestation in different parts of the World? • Assess the impacts of deforestation on local and global levels? • Evaluate the methods of making forests more sustainable? • Select and justify the best ways to balance exploitation and protection of forests? 	<p>Personal Development & SMSC:</p> <ul style="list-style-type: none"> • Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults • Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. • Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society. • Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences • <p>GCSE links to Edexcel paper 3 (people and the environment issues)</p>		<p>Cultural Capital opportunities:</p> <ul style="list-style-type: none"> • Do we have a moral duty to protect our forests. Concept of stewardship. • Direct links to Edexcel B GCSE content and skills (future pathways) • Develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Develop an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
	<p>Low Stake Assessment:</p> <ul style="list-style-type: none"> • Names • Keywords • Dates • Command words • Information retrieval from prior learning • Retrieval of key skills linked to question types • Information recall from case studies • GEOG knowledge starters 		<p>Group/Pair work opportunities:</p> <ul style="list-style-type: none"> • Make relevant contributions to discussions, responding appropriately to others • Be flexible in discussion, making different kinds of contributions • Present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions • Comment on the relevance of context and its effects on a text • Establish and develop their own opinion and evidence this from knowledge of case studies
	<p>Formative Assessment/AFL:</p> <p>PIT stop x2 Formative Assessment</p> <p>DME Challenge questions</p>		<p>Talking Points (oracy/discussion) opportunities:</p> <ul style="list-style-type: none"> • Debating points of view • Explaining theories/ model answers • Think-pair-share activities • Expressing evaluative opinions

	Summative % Assessment links: TBC	Cross Curricular links: TBC
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Weeks	Week overview – skills and knowledge	Directed Lessons	Resources (<i>consider dual-coding WAGOLL</i>)	Assessment/Revision Opportunities	Consolidation Homework
Week 1	How does the tropical rainforest reflect the equatorial climate?	1. To learn about the non-living (abiotic) and living (biotic) components of the tropical rainforest and how they are interrelated. 2. To give examples of ways in which plants and animals in tropical rainforests are adapted to the equatorial climate. 3. To use nutrient cycles to explain the high biodiversity of the tropical rainforest.	PowerPoint Edexcel B GCSE Text book	GEOG memory slide for rapid recall pitstop	TBC
Week 2	How does the taiga reflect the subarctic climate	1. To learn about the abiotic and biotic components of the taiga forest and how they are interrelated. 2. To give examples of ways in which plants and animals are adapted to the extreme climate of the taiga. 3. To use nutrient cycles to explain the much lower biodiversity of the taiga forest then the tropical rainforest.	PowerPoint Edexcel B GCSE Text book	GEOG memory slide for rapid recall pitstop	TBC
Week 3	How different are the climates of the tropical rainforest and the taiga?	1. To compare the climates of the tropical rainforest and the taiga. 2. To use food webs to explain the high biodiversity of the tropical rainforest and much lower biodiversity of the taiga forest.	PowerPoint Edexcel B GCSE Text book	PowerPoint Edexcel B GCSE Text book	
Week 4	What are the threats to tropical rainforests	1. To explain the causes of tropical rainforest deforestation (Human) 2. To assess the threat to the rainforest from climate change. (Natural)	PowerPoint Edexcel B GCSE Text book	PowerPoint Edexcel B GCSE Text book	

Week 5	What are the threats to the taiga?	<ol style="list-style-type: none"> 1. To identify the direct and indirect threats to the taiga from commercial development. 2. To identify other factors contributing to a loss of taiga biodiversity. 		PowerPoint Edexcel B GCSE Text book	
Week 6	How can a tropical rainforest be protected?	<ol style="list-style-type: none"> 1. To examine advantages and disadvantages of global actions to protect tropical rainforest species and areas. 2. To consider why tropical deforestation is increasing in some places but not others. 3. To identify reasons why sustainable management of the tropical rainforest is challenging. 		PowerPoint Edexcel B GCSE Text book	
Week 7	How can taiga wilderness areas be protected? Assessment	<ol style="list-style-type: none"> 1. To identify some of the challenges facing attempts to protect wilderness areas in the taiga. 2. To explain why sustainable forestry is sometimes difficult to maintain in the taiga. 3. To discuss why people have different views about protecting the taiga or exploiting the forest and natural resources of the taiga. 		PowerPoint Edexcel B GCSE Text book	