

Cardinal Newman School: Medium Term Plan

Year: 9	Topic/Theme: Making geographical decisions	Unit Title: People and the biosphere	Term: 1.2
<p>Overview of SOW: Overview of global biomes (Large-scale ecosystems) and why the biosphere is important to human well-being.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What global factors affect biome distribution and characteristics • How we can explain the distribution and characteristics of biomes • What local factors affect biomes • How do the biotic and abiotic components of biomes interact • How does the biosphere act as a life support system • How can increasing use of resources lead to over exploitation • Using Malthus or Boserup theory of population and resources to determine whose theory is most convincing <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 • Calculate % increase or decrease & understand the use of percentiles • Describe relationships in bivariate data; sketch trend lines through scatter plots; draw estimates lines of best fit; make predictions; interpolate & extrapolate trends <p>End Point:</p> <ul style="list-style-type: none"> • Ability to compare climate graphs for different biomes • Use world maps to show location of global biomes • Interpreting multiple data representation methods eg. Line graphs, pie charts • 			
<p>Prior Learning: (Linked Topics)</p> <p>Eco system (year 8) Forests under threat and knowledge of nutrient cycle Climate change (Year 8) World climatic regions Photosynthesis Types of natural resources.</p>	<p>National Curriculum Links:</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</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

		geographical information & issues & to make judgements AO4: Select, adapt & use a variety of skills & techniques to investigate questions & issues & communicate findings	
<p>Key words/Vocabulary:</p> <ul style="list-style-type: none"> • Biome • Biosphere • Ecosystem • Flora • Fauna • Biotic • Abiotic • Indigenous • Exploitation • Hydrological cycle • Photosynthesis • Carbon sink • Carbon sequestration • Nutrient cycle • Malthusian Theory • <p>Key Questions (product/process/developmental):</p> <ul style="list-style-type: none"> • Why is the biosphere so important to us as Humans? • What can we do to protect it? • Explain the change in World demand for different resources • Suggest ways in which food production can be increased to meet rising demand • Assess the impact of rising population on resources 	<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 Making geographical decisions)</p>	<p>Cultural Capital opportunities:</p> <ul style="list-style-type: none"> • 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 	

	Formative Assessment/AFL: PIT stop x2 Formative Assessment DME Challenge questions	Talking Points (oracy/discussion) opportunities: <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

Weeks	Week overview – skills and knowledge	Directed Lessons	Resources (<i>consider dual-coding WAGOLL</i>)	Assessment/Revision Opportunities	Consolidation Homework
Week 1	What and where are biomes?	<ol style="list-style-type: none"> 1. To know the global distribution of the world’s major biomes. 2. To recognise the different characteristics and reasons why the world’s major biomes are different. 	Key text GCSE Geog Edexcel Powerpoint GEOG your knowledge recall sheets	TBC	Use KS4 Homework schedule on p: combined with practice Exam questions
Week 2	What factors influence the location of biomes?	<ol style="list-style-type: none"> 1. Local factors (altitude, rock and soil type, drainage) can alter the biome distribution locally 2. How the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact 	Key text GCSE Geog Edexcel Powerpoint GEOG your knowledge recall sheets		Use KS4 Homework schedule on p: combined with practice Exam questions
Week 3	Biomes as a vital life support system	<ol style="list-style-type: none"> 1. To understand how the biosphere provides resources for indigenous and local people. 2. To have an awareness of how the biosphere is increasingly being exploited. 3. How the biosphere provides resources for indigenous and local people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources. 	Key text GCSE Geog Edexcel Powerpoint GEOG your knowledge recall sheets		Use KS4 Homework schedule on p: combined with practice Exam questions
Week 4	Biomes and global services	<ol style="list-style-type: none"> 1. To know how the biosphere plays a wider important role for our planet. 2. How the biosphere regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle, providing globally important services. 	Key text GCSE Geog Edexcel Powerpoint GEOG your knowledge recall sheets		Use KS4 Homework schedule on p: combined with

					practice Exam questions
Week 5	The world and its increasing demand for resources	<ol style="list-style-type: none"> 1. To know the reasons why the global demands for food, energy and water resources are increasing. 2. Able to explain why the demand is increasing rapidly in certain countries eg China but is staying constant in other areas eg Europe. 	Key text GCSE Geog Edexcel Powerpoint GEOG your knowledge recall sheets		Use KS4 Homework schedule on p: combined with practice Exam questions
Week 6	Population versus resource theories: who's right?	<ol style="list-style-type: none"> 1. To understand how theories can help explain the relationship between population and resources. 2. To understand theories on the relationships between population and resources (Malthus and Boserup). 	Key text GCSE Geog Edexcel Powerpoint GEOG your knowledge recall sheets		Use KS4 Homework schedule on p: combined with practice Exam questions
Week 7	Assessment	Revision preparation through revision clocks and recall for End of term assessment	Year 9 Spring Assessment		Use KS4 Homework schedule on p: combined with practice Exam questions