

Cardinal Newman School: Medium Term Plan

Year: 11	Topic/Theme: Making geographical decisions	Unit Title: Consuming energy	Term: 1.1
<p>Overview of SOW: Energy is essential for modern life. As the worlds’ population grows and becomes wealthier, the demand for energy is increasing. Students will learn about the different classifications of energy, the environmental impacts of sourcing new and existing types of energy, whilst also gaining an understanding of why energy is distributed unevenly.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • They will know that energy is essential for modern life. • They will understand that as the world’s population increases and becomes wealthier so does the demand for energy. • They will understand the search for new sources of energy and how energy is unevenly distributed around the world • Understanding the impacts of energy use on the environment and climate change. <p>Skills:</p> <ul style="list-style-type: none"> • Using world maps to show the distribution of energy resources • Using data to graph trends overtime • Calculating carbon and ecological footprints. <p>End Point:</p> <ul style="list-style-type: none"> • Able to classify energy resources • Understand impacts on the environment from extracting resources • Identify new ways of extracting energy and alternative energy supplies • Evaluate the reasons why energy access is unequal • 			
<p>Prior Learning: (Linked Topics)</p> <p>Climate change (Year 8) Development (year 10) People and the biosphere (year 9)</p>	<p>National Curriculum Links:</p>	<p>GCSE (or A Level) AO Links: AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO2: Demonstrate geographical understanding of: a) Concepts & how they are used in relation to places, environments & processes The inter-relationships between places, environment & processes 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"> • Biofuels • Renewable and non-renewable resources • Hydro-Electric power (HEP) • Biomass • Accessibility • Relief and climate • Extracting • Fracking • Demand • Supply • Consuming • Efficient • Bio fuel • Exploitation • Ecological • Emitted • Conservation • Fossil Fuels • Energy <p>Key Questions (product/process/developmental):</p>	<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 environment issues-making a geographical decision)</p>	<p>Cultural Capital opportunities:</p> <ul style="list-style-type: none"> • Do we have a moral duty to protect our planet? 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>What are the differences between renewable and non-renewable resources? Summarise how the energy resources for a country might be influenced by geology, climate and landscape? Explain the reasons for increasing world demand for energy, particularly fossil fuels?</p>	<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 	

To what extent do you agree with this statement? why do many scientists consider that most of the remaining fossil fuels should be left in the ground?	Formative Assessment/AFL: Rapid recalls, PIT stop , 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: Science KS4

Weeks	Week overview – skills and knowledge	Directed Lessons	Resources	Assessment/Revision Opportunities	Consolidation Homework
Week 1	How do we classify Energy resources?	To define different types of energy resources and how they impact the environment. Learn how energy resources can be classified into different categories Environmental impacts of energy use and extraction	Power point Edexcel B text book	Rapid recall Seneca Pit stop	Exam question practice
Week 2	How access to energy resources is affected by accessibility and technology?	To understand where the worlds energy comes from. To understand how to define the global pattern in energy use per capita and explain the reasons for variations To be able to suggest reasons for the patterns of inequality of access to energy around the globe	Power point Edexcel B text book	Rapid recall Seneca	Exam question practice- DME booklet
Week 3	How oil reserves and production are unevenly distributed, and where and why oil consumption is increasing.	How does demand for oil differ from the supply To distinguish how oil supply and prices are affected by international relations and economic factors	Power point Edexcel B text book	Rapid recall Seneca	Exam question practice-

Week 4	What are the costs of developing fossil fuels – tar sands and fracking	<p>To determine the costs and benefits of tar sands and fracking</p> <p>To identify the economic and environmental costs of developing new gas and oil sources</p> <p>To understand the economic benefits and environmental cost of developing oil and gas in environmentally sensitive areas</p>	<p>Power point</p> <p>Edexcel b</p> <p>Textbook</p>	<p>Rapid recall</p> <p>Seneca</p>	<p>Exam questions</p> <p>practice DME</p> <p>Booklet</p>
Week 5	<p>How can we reduce our reliance on fossil fuels?</p> <p>Pitstop (DME)</p>	<p>To appraise the role of energy efficiency and conservation in reducing fossil fuel usage</p> <p>To know the difference between energy efficiency and energy conservation</p> <p>To understand how energy efficient transport schemes can be used to reduce carbon emissions and conserve finite energy resources</p>	<p>Power point</p> <p>Edexcel B text book</p> <p>Online resources</p>	<p>Rapid recall</p> <p>Seneca</p> <p>Pitstop</p>	<p>Exam question</p>
Week 6	What are the costs and benefits of alternatives to fossil fuels?	<p>To know the different types of alternative energy sources and future technologies to fossil fuels</p> <p>To recognise the costs and benefits of using alternative energy sources and future technologies</p> <p>To understand how these sources could help reduce carbon footprints, improve energy security and diversify the energy mix.</p>	<p>Power point</p> <p>Edexcel B text book</p> <p>Online resources</p>	<p>Rapid recall</p> <p>seneca</p>	<p>Exam question</p> <p>Practice DME</p>
Week 7	How are attitudes to energy and environmental issues changing?	<p>To appreciate why different groups have contrasting views about energy futures</p> <p>To understand how attitudes are changing towards unsustainable energy consumption and reducing carbon footprints</p> <p>To evaluate reasons why there are contrasting views about energy futures</p>	<p>Power point</p> <p>Edexcel B text book</p> <p>Online resources</p>	<p>Rapid recall</p> <p>seneca</p>	<p>Exam question</p>