

learning will help to produce leaders in more sustainable working environments.

YEAR 10

1	The Living World	<p>What is an ecosystem?</p> <p>How are ecosystems linked across the globe and why we use the term Biome?</p> <p>What is unique about tropical rainforests?</p> <p>How have humans caused damage to rainforests; locally and globally?</p> <p>How do polar regions provide unique ecosystems and, thus, unique management styles?</p> <p>What is sustainable management?</p>	<p>Using diagrams to show biological cycles.</p> <p>Using a pyramid to explain biomass in a food chain.</p> <p>Drawing a cross section of a rainforest.</p> <p>Creating simple flow diagrams.</p> <p>Creating an Environmental impact assessment.</p> <p>KEY WORDS:</p> <p>Biomass</p> <p>Nutrient cycle</p> <p>Producer</p> <p>Consumer</p> <p>Biome</p> <p>Biodiversity</p> <p>Carbon sink</p> <p>Indigenous</p> <p>Ecotourism</p> <p>Albedo</p> <p>Permafrost</p>	<p>Enthusing students regarding tropical and polar environments.</p> <p>Recognising the need for sustainability in both tropical and polar environments.</p> <p>Understanding the need for global decision making especially in fragile environments.</p>	<p>Tropical Rainforests no longer exist.</p> <p>Tropical soils will be extremely fertile.</p> <p>There is no life in polar regions.</p> <p>There is land at the north pole.</p> <p>Polar bears and penguins live together.</p> <p>There is no resources in polar regions.</p>	<p>From Rock to Soil.</p> <p>Using Earth's natural resources</p>	<p>Environmental Science A Level—</p> <p>Sustainability</p> <p>Aquaculture</p> <p>Managing natural environments</p>	<p>Using a deeper understanding of tropical and polar environments to better manage their futures.</p> <p>How can ecotourism replace activities that damage fragile environments—is this economically viable?</p>	<p>Developing and expressing personal views and opinions.</p> <p>Developing personal values and beliefs.</p>	<p>The huge disparity between resource availability and consumption.</p> <p>Linking sustainability to a better future in fragile environments.</p>	<p>Resource planning.</p> <p>Ecotourism.</p> <p>Green technologies.</p> <p>Research and development in remote areas.</p>
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Half Term	Unit Title	Key knowledge/content to learn and retain	Essential skills to acquire (subject and generic)	Link to subject intent and ethos	Anticipated misconceptions	Link to previous KS	Link to Future KS	Opportunity to stretch higher attainers	SMSC & British Values	Cultural Capital	Career Link
2	Urban Issues and Challenges	<p>What is urbanization?</p> <p>How do we define ‘megacities’ and ‘world cities’?</p> <p>How does rapid urbanization in LICs create slums?</p> <p>What are the opportunities and challenges in Slums?</p> <p>Why is London’s population booming?</p> <p>What are the impacts of migration on HIC cities?</p> <p>What are the futures of sustainable cities?</p> <p>How urban transport strategies are used to reduce traffic congestion.</p>	<p>To interpret maps and graphs to make conclusions.</p> <p>Comparing ethnic diversity and unemployment using choropleth maps.</p> <p>KEY WORDS: Megacity Urbanisation Push and Pull factors Squatter Settlement Sustainability Regeneration Congestion</p>	<p>Students are able to explore cities across the globe, comparing reasons for urbanization and global urban landscapes.</p> <p>Comparing the ability to develop sustainably in both an HIC city and an NEE city gives students the opportunity to explore green credentials across the globe.</p>	<p>There is no deprivation in the UK.</p> <p>Sustainability is only possible in HICs</p> <p>All world cities are mega cities.</p> <p>Most LICs still have a rural population base.</p>	Emerging Economies and Population	Sustainability across the globe.	How can we iron out inequality within cities in the future? Extrapolating information from data and trying to predict future urban trends?	Students get an understanding of the vast range of ethnic diversity in London and are able to think about how this reflects the other cities in the UK	Students get an appreciation of the vast range of problems within rapidly growing cities in LICs and NEEs	<p>Sustainability coordinator</p> <p>International aid.</p> <p>Border force.</p> <p>Urban Planner</p>

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3	UK Physical Landscapes	<p>How have human and physical factors combined to make distinctive landscapes?</p> <p>How do geomorphological processes create river and coastal landscapes?</p> <p>How has the North Yorkshire coast been affected by human and physical processes?</p> <p>How do rivers change over time due to physical and human factors?</p>	<p>Using relief maps in conjunction with geological maps to reach conclusions.</p> <p>Using annotated diagrams to describe geomorphological processes.</p> <p>KEY WORDS:</p> <p>Geology</p> <p>Relief</p> <p>Weathering</p> <p>Erosion</p> <p>Deposition</p> <p>Mass movement</p> <p>Traction</p> <p>Saltation</p> <p>Solution</p> <p>Abrasion</p> <p>Attrition</p> <p>Swash</p> <p>Spit</p>	<p>Fieldwork on North Yorkshire coast inspires exploration, and an awareness of the local area, including how local policy makers manage and make crucial decisions.</p>	<p>Rivers and coasts are static environments.</p> <p>The climate of the UK is the same wherever you live.</p> <p>We will not have another ice age due to global warming.</p>	Gigantic Glaciers	A Level Environmental Science— soils, agriculture, natural environments, management of natural environments.	<p>Using information about rivers and coasts to predict future changes.</p> <p>Critically thinking about how central government and local authorities may have to make crucial engineering decisions regarding areas of Britain’s coast.</p>	<p>Developing and expressing personal views and opinions.</p> <p>Exploring the local British landscapes and being able to suggest future development ideas.</p>	<p>The impact of geomorphic processes in the local area.</p> <p>How does the North Yorkshire Coast provide a valued tourist destination to residents from the UK and further afield.</p>	<p>Geologist</p> <p>Hydrologist</p> <p>Planner</p> <p>Environment agency</p> <p>Coastal engineering</p> <p>Flood advisor</p> <p>North Yorkshire Council</p> <p>Scarborough Local council</p>
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4	The changing economic world	<p>How do we classify countries?</p> <p>What is the demographic transition model?</p> <p>What are the consequences of uneven development?</p> <p>How can we reduce the development gap?</p> <p>What countries are experiencing rapid urbanisation?</p> <p>Advantages of TNCs</p> <p>How has the UK economy changed?</p>	<p>Using data to compare cities across the globe</p> <p>Comparing population pyramids</p> <p>Comparing choropleth maps to show development.</p> <p>Key word</p> <p>GNI</p> <p>HDI</p> <p>Demographic</p> <p>TNC</p>	<p>Building an appreciation of global diversity and an understanding that some areas of the world may be deemed as 'dangerous'.</p> <p>Appreciating that the UK has links to many of its former colonies.</p>	<p>Everybody in LICs leads a subsistence lifestyle.</p> <p>People in LICs are not content</p>	International development	Forestry in LICs—especially clearance for crops such as palm oil—the devastating affects this may have on natural environments.	<p>Questioning the validity of the Human Development Index as a measure of development.</p> <p>Deeper questions regarding the legacy left by colonialization</p>	<p>Recognising that the UKs colonization of countries was not always ethical.</p> <p>Understanding that the UK owes a debt to many of the countries that are in the commonwealth.</p> <p>Showing empathy for those less fortunate than ourselves.</p>	<p>Students need to understand the principals of uneven development.</p> <p>Understanding the challenges and opportunities presented by TNCs in LICs.</p>	<p>Economist</p> <p>Data analyst</p> <p>Funding coordinator</p> <p>Agriculture advisor</p>



We develop a greater understanding of the wider world, empowering individuals to travel and explore. LONG TERM PLAN We engage, inspire and challenge learners to become informed global citizens. A desire for lifelong learning will help to produce leaders in more sustainable working environments.

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