

Class - Explorer Curriculum - Geography/2 Lessons weekly

Year	2023 – 2024 Autumn 1 Unit 1	2023 – 2024 Autumn 2 Unit 2	2023 – 2024 Spring 1 Unit 3	2023 – 2024 Spring 2 Unit 4	2023 – 2024 Summer 1 Unit 5	2023 – 2024 Summer 2 Unit 6
<p>Year 9</p> <p>WJEC 6005 A3/C3/D3 Aw = 9 Cer = 17 Dip = 38</p>	<p>Topic: 6233 Responding to a major tectonic event</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>1. Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.</p> <ul style="list-style-type: none"> • AC1.1 Outline some features of one tectonic event. • AC1.2 Identify and name areas of the world vulnerable to tectonic events. <p>2. Know how a tectonic event may impact on people’s health and well being and the infrastructure and economy of the area affected.</p> <ul style="list-style-type: none"> • AC2.1 Give some effects of a tectonic event on people’s 	<p>Topic: 6233 Responding to a major tectonic event</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>3. Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.</p> <ul style="list-style-type: none"> • AC3.1 Outline how an individual in the UK can help people and countries affected by tectonic events. • AC3.2 Outline a range of aid that can be given by the British government. • AC3.3 Outline the work of a British charity or NGO that provides aid to people and areas affected by tectonic events. • AC3.4 Give ways in 	<p>Topic: 6234 Climate Change: Causes, Effects and Human Responses</p> <p>Key Questions:</p> <p>Key skills and knowledge:</p> <p>1. Know about the causes of climate change.</p> <ul style="list-style-type: none"> • AC1.1 Outline the evidence for climate change. • AC1.2 Give natural causes of climate change. • AC1.3 Outline ways in which human activity influences climate change and global warming. <p>2. Know about the effects of climate change.</p> <ul style="list-style-type: none"> • AC2.1 Outline the major consequences of climate changes. • AC2.2 Give positive and negative effects of climate change in the UK. 	<p>Topic 6234 Climate Change: Causes, Effects and Human Responses</p> <p>Key Questions:</p> <p>Key skills and knowledge:</p> <p>2. Know about the effects of climate change.</p> <ul style="list-style-type: none"> • AC2.1 Outline the major consequences of climate changes. • AC2.2 Give positive and negative effects of climate change in the UK. <p>3. Know what individuals and the UK government can do to reduce the risk of climate change.</p> <ul style="list-style-type: none"> • AC3.1 Outline renewable energy sources that could be used to meet future energy needs in the UK. • AC3.2 Outline what individuals can do to reduce the risk of 	<p>Topic: 6230 Threatened Ecosystems</p> <p>Key Questions:</p> <p>Key skills and knowledge:</p> <p>1. Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered.</p> <ul style="list-style-type: none"> • AC1.1 Identify one threatened ecosystem in the UK and one on a global scale. • AC1.2 Outline a range of features of both threatened ecosystems. • AC1.3 Give reasons why both ecosystems are endangered. <p>2. Know how people endanger the continued existence of threatened</p>	<p>Topic: 6230 Threatened Ecosystems</p> <p>Key Questions:</p> <p>Key skills and knowledge:</p> <p>2. Know how people endanger the continued existence of threatened ecosystems at a national and global scale.</p> <ul style="list-style-type: none"> • AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people. • AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people. <p>3. Know how threatened ecosystems can be protected at both national and global scales.</p> <ul style="list-style-type: none"> • AC3.1 Outline how people can protect

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	<p>health and well being.</p> <ul style="list-style-type: none"> • AC2.2 Give some effects of a tectonic event on the infrastructure of an affected area. • AC2.3 Give some effects of a tectonic event on the economy of an area affected by a tectonic event. <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>which the risks associated with a tectonic event may be reduced.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>		<p>climate change.</p> <ul style="list-style-type: none"> • AC3.3 Outline what the UK government can do to reduce the risk of climate change. <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>ecosystems at a national and global scale.</p> <ul style="list-style-type: none"> • AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people. • AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people. <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>threatened ecosystems.</p> <ul style="list-style-type: none"> • AC3.2 Outline how governments and/or global organisations can protect a threatened ecosystem. <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>