



YEAR 10 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Resources

Curriculum Intent	In addition to working further on objectives from Year __, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<ul style="list-style-type: none"> • Students find out about the uneven distribution of food, water and energy. • Students find out about the opportunities and challenges faced by the UK in the provision of food. • Students find out about the opportunities and challenges faced by the UK in the provision of water. • Students find out about the opportunities and challenges faced by the UK in the provision of energy. • Students find out about the rising global demand for water and the uneven supply across the world. • Students find out about the impacts of water insecurity. • Students find out about strategies to increase water supply. • Students find out about a large-scale water transfer project in NSWTS – China. • Students find out about strategies for a sustainable water supply. • Students find out about a local scheme to increase sustainable water supply, the Sand Dams in Kenya.
Spiritual, moral, social, and cultural development	<p>SMSC: Learning about others and how they use and waste food / energy / water. Appreciating differing viewpoints regarding the conservation and management of resources.</p> <p>PSHE/British Values: Respect of different cultures and their approaches to resource management.</p> <p>Skills Builder: Describing maps, analysing maps e.g. plate tectonics and hazard data, analysis of case study of water transfer / sustainable use. Data analysis.</p>
Numeracy	Describing patterns and trends; interpreting graphs; interpreting data; interpreting satellite images
Literacy	<p>Vocabulary Tier 2: Assess, calculate, compare, complete, describe, discuss, evaluate, explain, identify, justify, outline, state, suggest, to what extent, evidence, distribution, annotate</p> <p>Vocabulary Tier 3:</p> <p>Reading: News articles and infographics case studies. Guided Reading.</p> <p>Writing: Learning how to structure 6 mark and 9 mark answers</p> <p>Oracy: explaining the different ways to waste / conserve water to a partner.</p>
Becoming future ready	Careers/Employability: Hydrologist, Environment Agency, Water management, Sustainability Officer, Meteorologist, Town Planner. Disaster Relief, Development officers,
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p>By Intervention: by providing different levels of supervision and support.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • describe global inequalities in food, water and energy supplies and the impacts of this.

