



YEAR 10 AUT 2 Medium-Term Planning

'An ambitious curriculum that meets the needs of all'

Topic: Ecosystems and Tropical Rainforests



Curriculum Intent	Students will learn:
Skills/Assessment Objective Links	Ecosystems <ol style="list-style-type: none">1. What an ecosystem is, and learn about a small-scale UK ecosystem.2. The impact of changes, resulting from both natural and human causes, on the components of an ecosystem.3. The distribution and characteristics of global ecosystems.
	Tropical Rainforests <ol style="list-style-type: none">4. the location and environmental characteristics of tropical rainforests – their climate, soils and biodiversity.5. The causes of the deforestation that is threatening Malaysia's rainforests.6. The impacts of deforestation in Malaysia.7. Rates of deforestation, using Brazil as an example, and why tropical rainforests need to be protected.8. The reasons and strategies for sustainable management of rainforests.
Spiritual, moral, social, and cultural development	SMSC: <i>Empathy for indigenous tribes in TRFs. Stewardship – conservation.</i> PSHE/British Values: <i>International agreements.</i> Skills Builder:
Numeracy	Describing patterns and trends; interpreting graphs; interpreting data; interpreting satellite images
Literacy	Vocabulary Tier 2: <i>Command words are used frequently. These are defined in the GCSE booklets for each topic.</i> Vocabulary Tier 3: <i>Subject-specific keywords are defined by students in their booklet.</i> Reading: <i>Guided reading for tropical rainforests.</i> Writing: Oracy:
Becoming future ready	Careers/Employability: <i>Conservation, Ecologist, Environmental scientist etc. Students will be exposed to a wide range of careers in this unit.</i>
Adaptation	Throughout this topic, quality first teaching will provide differentiation: By product: <i>GEOG your memory retrieval starters used each lesson to recap prior knowledge and make connections to current learning.</i> By resource: <i>Exam practice materials e.g. 9 marker bookmark/structure strip.</i> By Intervention: <i>by providing different levels of supervision and support.</i> By Progressive Questioning: <i>exploring pupils' understanding through interactive dialogue.</i> By Grouping: <i>according to prior attainment, gender, social preference, preferred learning style.</i> By Task: <i>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.</i> By Offering Optional Activities: <i>In class or as homework, to extend learning. Geography in the news – linking the specification to current events.</i> This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	To be able to... Ecosystems: <ul style="list-style-type: none">• Understand that ecosystems can be found at different scales• Identify and describe the components of an ecosystem• Understand the interrelationships between the components of an ecosystem• Define or explain the terms listed above under• Understand how changes to one component can have a serious knock-on effect and unbalance an ecosystem• Understand that changes to ecosystems can be due to natural causes or human activities, and give examples• Understand that global ecosystems are defined by their dominant vegetation type
Learning Outcomes (Knowledge)	

	<ul style="list-style-type: none"> • Describe and explain the distribution of global ecosystems • Describe the location and main characteristics of global ecosystems • Explain how the climate and characteristics of global ecosystems are linked to global atmospheric circulation <p><u>Tropical Rainforests</u></p> <ul style="list-style-type: none"> • describe the distribution and location of tropical rainforests • describe the climate (temperature and rainfall) of tropical rainforests • explain why soils in tropical rainforests are infertile, and describe the process of leaching • describe the biodiversity of tropical rainforests • describe the rainforest ecosystem, and how plants and animals have adapted, with examples • explain what deforestation is and why it happens • describe the main reasons for deforestation in Malaysia • explain how deforestation leads to soil erosion • explain how deforestation can reduce biodiversity • explain how deforestation can affect global climate • describe the economic gains and losses associated with deforestation in Malaysia • understand that tropical rainforests are being destroyed at a rapid rate • state which countries have the highest rates of deforestation • describe recent changes in the rate of deforestation in Brazil, and give reasons for these changes • give reasons why tropical rainforests should be protected • give reasons why rainforests need to be managed sustainably • identify and describe the main strategies for sustainable management of rainforests <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<i>The next topic is Hot Deserts – students will use their knowledge of global ecosystems and atmospheric circulation to describe and explain the location of hot deserts.</i>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.