



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.



Learning Outcomes (Knowledge)	<ul style="list-style-type: none">• explain the status of Water, Food and Energy resources in the UK and the challenges.• evaluate the UK's resource status in terms of Food, Water and Energy and explain opportunities that exist.• describe global trends in water resources• explain reasons behind global trends in water resources• explain the impacts of water insecurity• outline strategies to increase water supply• discuss the effectiveness of strategies to increase water supply• X <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>This topic is not studied in topics at A Level.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>