



# YEAR 10 AUT 2 Medium-Term Planning

## 'An ambitious curriculum that meets the needs of all'

### Topic: Hot Deserts



Curriculum Intent	Students will learn:
Skills/Assessment Objective Links	<ol style="list-style-type: none"> <li>Hot desert ecosystems have a range of distinctive characteristics.</li> <li>A case study of a hot desert to illustrate: <ul style="list-style-type: none"> <li>development opportunities in hot desert environments: mineral extraction, energy, farming, tourism</li> <li>challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.</li> </ul> </li> <li>Desertification Causes and Strategies to address.</li> </ol>
Spiritual, moral, social, and cultural development	<b>SMSC:</b> <i>Empathy for indigenous / nomadic tribes in the desert.</i> <i>Stewardship – conservation.</i> <b>PSHE/British Values:</b> <i>International agreements.</i> <b>Skills Builder:</b> Decision making, debate, evaluation.
Numeracy	Data in relation to tourism in the desert, but also mapping desertification.
Literacy	<b>Vocabulary Tier 2:</b> <i>Command words are used frequently. These are defined in the GCSE booklets for each topic.</i> <b>Vocabulary Tier 3:</b> <i>Subject-specific keywords are defined by students in their booklet.</i> <b>Reading:</b> <i>Guided reading for opportunities and challenges in the desert..</i> <b>Writing:</b> 9 mark questions inc PEELE grids <b>Oracy:</b> Verbalising opportunities and challenges.
Becoming future ready	<b>Careers/Employability:</b> <i>Jobs in Tourism, Global Governance, Conservation, Ecologist, Environmental scientist etc.</i> <i>Students will be exposed to a wide range of careers in this unit.</i>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<b>By product:</b> <i>GEOG your memory retrieval starters used each lesson to recap prior knowledge and make connections to current learning.</i> <b>By resource:</b> <i>Exam practice materials e.g. 9 marker bookmark/structure strip.</i> <b>By Intervention:</b> <i>by providing different levels of supervision and support.</i> <b>By Progressive Questioning:</b> <i>exploring pupils' understanding through interactive dialogue.</i> <b>By Grouping:</b> <i>according to prior attainment, gender, social preference, preferred learning style.</i> <b>By Task:</b> <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> <b>By Offering Optional Activities:</b> <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	<b>To know:</b> The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. A <b>case study</b> of a hot desert to illustrate:

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• development opportunities in hot desert environments: mineral extraction, energy, farming, tourism</li> <li>• challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.</li> </ul> <p>Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion.</p> <p>Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.</p>
<b>Current learning to be developed in the future within:</b>	<i>The next topic is Urban Challenges, this is both in HICs (Manchester) and LICs Rio. It is the challenges and opportunities theme which is continued, rather than content.</i>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.