

GEOGRAPHY GCSE – Challenges in the Human Environment - The Challenge of Resource Management				
Lesson	Topic	Areas to cover	QFL	Resources
1 <b>Key words</b> <b>Info-gram</b> <b>Surplus</b> <b>Deficit</b> <b>Crops</b> <b>Import</b> <b>Imported</b> <b>Freight</b> <b>Global communication</b> <b>Cold storage</b> <b>Calories</b>	Food, water and energy are fundamental to human development.	<ul style="list-style-type: none"> <li>The significance of food, water and energy to economic and social well-being.</li> <li>An overview of global inequalities in the supply and consumption of resources.</li> </ul>	To learn about the global supply and demand of food, water and energy. <ul style="list-style-type: none"> <li>Can I describe the global supply and demand of food, water and energy?</li> <li>Can I explain the global patterns of food, water and energy?</li> <li>Can I outline how countries work together to manage global supplies of food, water and energy?</li> </ul>	 lesson 1 - where does our food come A3 colour world map of world and continents

<p>2</p> <p><b>Key words</b></p> <p>Food miles</p> <p>Illustrate</p> <p>Organic</p> <p>Produce</p> <p>Production</p> <p>Mechanisation</p> <p>Biodiversity</p> <p>Carbon-footprint</p>	<p>The changing demand and provision of resources in the UK create opportunities and challenges.</p>	<p><b>Food:</b></p> <ul style="list-style-type: none"> <li>•the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</li> <li>•larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food</li> <li>•the trend towards agribusiness.</li> </ul>	<p>To learn about the changing demand and provision of food resources in the UK.</p> <ul style="list-style-type: none"> <li>• Can I outline some food resources that the UK produces?</li> <li>• Can I outline some food resources that the UK imports?</li> <li>• Can I explain how the provision of food resources in the UK is changing and what impacts this has?</li> </ul>	 <p>Lesson 2 - food resources in the UK.</p> <p>Blank world map</p> <p><b>Weaker learners:</b> ignore activities requiring text books.</p>
<p>3</p> <p><b>Key words</b></p> <p>Precipitation</p> <p>Water stress</p> <p>Reservoir</p> <p>Deserted</p> <p>Inhabitants</p> <p>Water-transfer</p>		<p><b>Water:</b></p> <ul style="list-style-type: none"> <li>• The importance of water</li> <li>•the changing demand for water</li> <li>•water quality and pollution management</li> <li>•matching supply and demand – areas of deficit and surplus</li> <li>•the need for transfer to maintain supplies.</li> </ul>	<p>To learn about the changing demand and provision of water resources in the UK.</p> <ul style="list-style-type: none"> <li>• Can I outline how water supplies in the UK are used?</li> <li>• Can I explain how pollution and water quality management are a challenge for the UK?</li> <li>• Can I explain why water transfer schemes are used in the UK?</li> </ul>	 <p>Lesson 3 - water resources in the UK.</p> <p>Whiteboard; biros; pencils; colouring pencils;</p> <p><b>Weaker learners:</b> simplified handout explaining water stress and precipitation;</p>

<p><b>Water-pollution</b></p>				
<p>4</p> <p><b>Key words</b></p> <p><b>Energy</b></p> <p><b>Fossil fuel</b></p> <p><b>Surplus</b></p> <p><b>Insecurity</b></p> <p><b>Security</b></p> <p><b>Renewable energy</b></p> <p><b>Fracking</b></p> <p><b>Energy mix</b></p> <p><b>Exploitation</b></p> <p><b>Oil</b></p> <p><b>Economies</b></p> <p><b>Finite</b></p>		<p><b>Energy:</b></p> <ul style="list-style-type: none"> <li>• What</li> <li>•the changing energy mix – reliance on fossil fuels, growing significance of renewables</li> <li>•reduced domestic supplies of coal, gas and oil</li> <li>•economic and environmental issues associated with exploitation of energy sources.</li> </ul>	<p>To learn about the changing demand and provision of energy resources in the UK.</p> <ul style="list-style-type: none"> <li>• Can I describe the current UK energy mix?</li> <li>• Can I explain how and why the UK energy mix is likely to change in the future?</li> <li>• Can I outline some issues with the exploitation of energy?</li> </ul>	 <p>Lesson 4 - energy resources in the UK.</p> <p><a href="https://www.youtube.com/watch?v=cnZ9tYpkEfM">https://www.youtube.com/watch?v=cnZ9tYpkEfM</a></p> <p><b>Weaker Learners: Q &amp; A video</b></p> <p><b>0:00-0:38</b></p> <p><b>Why is the demand for energy increasing?</b></p> <p><b>How much is the demand likely to increase by in 25 years?</b></p> <p><b>1:21</b></p> <p><b>Name any country that has energy security</b></p> <p><b>Name the types of energy they are rich in</b></p> <p><b>1:45</b></p> <p><b>Does the UK have energy security?</b></p> <p><b>2:09</b></p> <p><b>What can energy insecure countries do to get more energy</b></p>

				<p><b>2:30</b></p> <p><b>Name one renewable energy source</b></p> <p><b>2:48</b></p> <p><b>Is energy distributed equally around the world?</b></p>
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5 <b>Key words</b>	Issues analysis – case study	Paper 3 preparation - critical thinking and problem-solving.	To develop skills of critical thinking and problem solving in geography. <ul style="list-style-type: none"> <li>• Can I use sources to describe places?</li> <li>• Can I use sources to outline different viewpoints and opinions about proposed developments?</li> <li>• Can I use sources to evaluate proposed developments?</li> </ul>	 <p>Lesson 5 - Issues Analysis.pptx</p>  <p>GCSE issues analysis feedback sheet</p> <p><b>Weaker learners:</b> <a href="#">ignore this lesson</a> and GCSE analysis feedback form</p>
6 <b>Key words</b> <b>Supply and demand</b> <b>Patterns of food</b> <b>HICs</b> <b>LICs</b> <b>Calories</b>	Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.	Global patterns of calorie intake and food supply	To learn the global distribution of food production and consumption. <ul style="list-style-type: none"> <li>• Can I describe global patterns of calorie intake and food supply?</li> <li>• Can I correctly incorporate key terms, such as food security and hunger?</li> <li>• Can I identify specific countries to exemplify my answers?</li> </ul>	 <p>Lesson 6 - global patterns of food.pp</p> <p><b>Weaker learners:</b> Provide simplified information on % food grown by HICs and LICs</p>

<p>7</p> <p><b>Key words</b></p> <p><b>Malnutrition</b></p> <p><b>Undernutrition</b></p> <p><b>Overnutrition</b></p> <p><b>Calorific</b></p> <p><b>Food consumption</b></p>		<p>reasons for increasing food consumption: economic development, rising population</p>	<p>To learn that food consumption is increasing globally.</p> <ul style="list-style-type: none"> <li>• Can I outline two reasons why there is an increase in global food consumption?</li> <li>• Can I correctly incorporate key terms, such as subsidise and urbanisation?</li> <li>• Can I use key dates and figures to improve my responses?</li> </ul>	 <p>Lesson 7 - Increasing food con</p> <p><b>Weaker learners:</b> ignore activities requiring text books.</p>
<p>8</p> <p><b>Key words</b></p> <p><b>Climate</b></p> <p><b>Poverty</b></p> <p><b>Technology</b></p> <p><b>Pests and diseases</b></p> <p><b>Water stress</b></p> <p><b>Conflict</b></p>		<p>Changes in food supply that are related to:</p> <ul style="list-style-type: none"> <li>• Climate</li> <li>• Poverty</li> <li>• Technology</li> <li>• Pests and diseases</li> <li>• Water stress</li> <li>• Conflict</li> </ul>	<p>To learn that there are physical and human factors that affect food supply globally.</p> <ul style="list-style-type: none"> <li>• Can I outline 6 factors why global food supplies vary?</li> <li>• Can I explain how each of these factors can lead to both increases and decreases in food supply?</li> <li>• Can I show how some of these factors are linked?</li> </ul>	 <p>Lesson 8 - changes in food supply.pptx</p> <p><b>Weaker learners:</b> ignore activities requiring text books.</p> <p><b>Weaker learners:</b> write a PowerPoint about food banks</p>

<p><b>Food banks</b></p>				
<p>9 <b>Key words</b> <b>Impact</b> <b>Technique</b> <b>Sluggish</b> <b>Anxious</b></p>		<p>Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</p>	<p>To learn that food insecurity affects people and places.</p> <ul style="list-style-type: none"> <li>• Can I identify four impacts of food insecurity?</li> <li>• Can I show how human impacts may have physical repercussions?</li> <li>• Can I use statistical techniques (% increase) to evidence some of these changes?</li> </ul>	<p> Lesson 9 - impacts of food insecurity.ppt</p> <p><b>Weaker learners:</b> Q&amp;A activity 15.2 (2) Complete homework activity under teacher supervision in school</p>
<p>10 <b>Key words</b> <b>rocker pump</b> <b>universal nut sheller</b> <b>soap press</b> <b>irrigation</b> <b>agriculture</b> <b>subsidised</b> <b>water logging</b> <b>salination</b></p>	<p>Different strategies can be used to increase food supply.</p>	<p>Irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology</p>	<p>To learn ways in which global food supplies can be increased.</p> <ul style="list-style-type: none"> <li>• Can I identify six ways of increasing food supplies?</li> <li>• Can I evaluate each strategy?</li> <li>• Can I see how different people may have conflicting opinions about the strategies?</li> </ul>	<p> 10 - strategies to increase food supply</p> <p> Pollster strategies to increase food supply</p>

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<p>hydroponics</p> <p>pesticides</p> <p>high-yield</p> <p>flooding</p> <p>drought</p> <p>bio- technology</p>				
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<p>11</p> <p><b>Key words</b></p> <p>KLP</p> <p>SRI</p> <p>Large-scale</p> <p>Small-scale</p>		<p>An example of a large scale agricultural development to show how it has both advantages and disadvantages.</p>	<p>To learn about Kilombero Plantations Ltd (KLP) in Tanzania.</p> <ul style="list-style-type: none"> <li>• Can I located KPL and explain how agricultural production differs from small-scale traditional agriculture?</li> <li>• Can I explain both advantages and disadvantages of KLP?</li> <li>• Can I predict how future changes might impact upon large-scale businesses like KLP?</li> </ul>	<p> Lesson 11- large scale agricultural de</p> <p> Food progress test.pptx</p> <p><b>Weaker learners:</b></p> <p>Complete discussion activities and not book based questions</p>
<p>12</p> <p><b>Key words</b></p> <p>Sustainably</p> <p>Strategies</p> <p>Agro-chemicals</p> <p>Flexi-tarianism</p>		<p>The potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses</p>	<p>To learn how food supplies can be increased sustainably.</p> <ul style="list-style-type: none"> <li>• Can I identify five ways that food supplies can be more sustainable?</li> <li>• Can I see how countries could work together to produce more sustainable supplies of food?</li> <li>• Can I evaluate the strategies?</li> </ul>	<p> Lesson 12 - sustainable food su</p> <p><b>Weaker learners:</b></p> <p>Ignore activity 15.8</p> <p>Book based activity</p>

<p>13</p> <p><b>Key words</b></p> <p><b>Kinshasa</b></p> <p><b>DRC</b></p> <p><b>Urban-farming</b></p> <p><b>Procedures</b></p> <p><b>Geographical</b></p> <p><b>Technical terms</b></p> <p><b>Peri-urban</b></p> <p><b>Horticulture</b></p> <p><b>Lower-level</b></p>		<p>An example of a local scheme in an LIC or NEE to increase sustainable supplies of food.</p>	<p>To learn how food supplies are being produced sustainably in Kinshasa, DRC.</p> <ul style="list-style-type: none"> <li>• Can I explain how urban farming is providing sustainable food supplies in the DRC?</li> <li>• Can I outline advantages and disadvantages of urban farming in the DRC?</li> <li>• Can I use key terms and specific place detail within my answers?</li> </ul>	 <p>Lesson 13 - local sustainable food.pp</p> <p><b>Weaker learners:</b></p> <p>Ignore book-based activity</p> <p>To complete home-work activity (Map of house and local area) in class</p>