

<b>KEVICC KS3 Curriculum:</b>	<b>Subject:</b> Geography	<b>Key terms and vocabulary.</b>
<b>Year:</b> 9 <b>Term:</b> Spring	<b>Topic:</b> Resourceful Planet	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>In this unit students will explore the Earth's three main resources – food, water and energy. They will discover the global significance and distribution of these resources and look at the opportunities and challenges that the UK faces regarding the changing demand and provision of them.</p> <p>Students will then focus on the global provision of energy, firstly looking at issues relating to supply and demand, and the problems that energy insecurity can cause. Students then move on to look at how renewable and non-renewable can be used to increase energy supply, with a strong focus on the advantages and disadvantages of hydraulic fracturing (fracking). Finally, students will look at how we can move to a sustainable resource future, with a closer look at a micro-hydro scheme in Chambamontera, Peru, as an example of a local renewable energy scheme in a newly emerging economy (NEE).</p> <p><b>Knowledge</b> International development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources; how human activity relies on effective functioning of natural systems.</p>		<p>Resource</p> <p>Fossil fuel</p> <p>Food miles</p> <p>Carbon footprint</p> <p>Energy mix</p> <p>Renewable energy</p> <p>Biomass</p> <p>Geothermal</p> <p>Hydroelectric power</p> <p>Solar energy</p> <p>Wind energy</p> <p>Nuclear power</p> <p>Sustainable development</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Build on Key Stage 2 knowledge of “economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water”.</p>	<p><b>How does this content link to future learning?</b></p> <p>Links to GCSE content in <b>The challenge of resource management</b> unit.</p>	
<p><b>Reading:</b> Where in the unit are students supported to read complex academic text?</p> <p>Model answers provided to develop comprehension and literacy.</p>	<p><b>Writing:</b> Independent writing tasks and how they are structured</p> <p>Writing answers to assessment questions, following similar structure to GCSE assessment.</p>	
<p><b>Key assessments:</b> How will students review the information learned? How will feedback be seen?</p> <p>Mid-unit and end of unit assessment completed on separate sheet and stuck in books.</p> <ul style="list-style-type: none"> <li>- Marked by teacher using Assessment Mark Scheme.</li> <li>- Students respond to feedback with Purple Pen.</li> </ul> <p>Peer and self-assessment opportunities.</p> <p>Regular assessment questions throughout the unit.</p> <p>Regular recap sheets to review learning.</p> <p>Verbal feedback given throughout lessons.</p> <p>Opportunities for students to respond to feedback in Purple Pen.</p>		