

Scheme of Learning: KS4 – Year 10

Topic Sequence:

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| 1 | 2 | 3 | |
| Tectonic hazards | Weather hazards and climate change | Changing economic world | The living world |

Topic Overview:

This topic follows after tectonic hazards and completes the Natural hazards unit. The main aim of this unit is for pupils to understand global weather patterns, how they impact an area at a global scale and how we can reduce that impact. Throughout the unit they will use a range of different map skills, analyse how hurricanes form, their structure and how they impact a low income country such as the Philippines. After covering this section pupils will cover climate change. This is highly topical as our world is being impacted by ourselves. Therefore, we study natural and human causes of climate change and how the human race can adapt and mitigate towards these changes. At the end of this unit, all students should be aware that we are living in a ever changing planet and our future is in our own hands.

Lesson Sequence:

Pupils will have completed the tectonic hazard part of the topic and the lessons are sequenced so that weather hazards and climate change is next. They initially learn about the global atmospheric circulation model which ties in with the living world topic which they complete towards the end of Year 10. This lesson educates students on the patterns and trends of wind patterns giving students a base understanding for what lies ahead. E continue the journey students will learn about tropical storms, where they occur on our planet and why they occur there. This will bring in their previous learning around the global atmospheric circulation model. It is imperative students are clear on the formation and the structure of hurricanes and continued knowledge quizzes increase their understanding.

In Year 10 students will have some knowledge having covered parts of this in Year 7. After gaining an understanding of what causes a tropical storm we identify and analyse an example. We currently are using typhoon Haiyan as an area devastated by a tropical storm. Pupils will gain a understanding of the impacts and responses to this. Pupils should have an understanding of a sense of place to another region of SE Asia building on the tectonic case study in Nepal, also in SE Asia. We then focus on the UK and why the weather in our local and national area is becoming more extreme. We will analyse a case study and identify the social and economic impacts. This leads us into the last part of the unit which is climate change.

Our planet is changing, students will need to understand that it hasn't always been because of humans; therefore we initially look at natural and human causes of climate change. Students are able to identify how volcanic eruptions or sunspots also cause our planets temperature to change.

Finally, we identify what the human race can do to limit the hazard of climate change. We have a sequence of lessons linked to mitigation and adaptation. World leaders meet regularly to agree targets on climate change, therefore we discuss is this working alongside adaptations such as sea defences. Pupil's also discuss what the future holds for our planet if can cannot control our global emissions. Pupils will continue to revisit this topic as climate change interweaves through all topics.

Sequence of Lessons:

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| 1 | Global atmospheric circulation |
| 2 | Tropical storms |
| 3 | Climate change |
| 4 | Typhoon Haiyan |
| 5 | Reducing the impact of tropical storms |
| 6 | Extreme weather |
| 7 | Is weather becoming more extreme? |
| 8 | Storm Desmond |
| 9 | Intro to climate change |
| 10 | Natural causes of climate change |
| 11 | Human causes of climate change |
| 12 | Climate change mitigation |
| 13 | International agreements |
| 14 | Climate change adaptation |
| 15 | Revision |
| 16 | Assessment |
| 17 | |
| 18 | |

Topic Resources:

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| Knowledge Map: | Weather hazards and climate change | Any other Resources: | |
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Assessment:

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| Knowledge: | 20 question knowledge test |
| Application of Knowledge: | 38 marks related to application of knowledge |

Supportive Reading:

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| Any supported reading listed here | |
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