

Subject	Year	Term
Geography AQA	11	Spring term 2/Summer term 3
Topic		
Resource Management		
Content + skills (Intent)		
<p>Prior Learning (Topic) links to Urban Issues and Challenges studied in year 10 KS1/KS2- human geography - distribution of natural resources including energy, food, minerals and water KS3 - human geography relating to: the use of natural resources KS3 at Balcarras Year 7 think today, Enjoy tomorrow (carbon footprint and resources lessons), Year 8 deforestation (energy sources), Year 9 clean water for everyone, population pressure</p>		
<p>KS4 Content In this section, students are required to study Resource management and one from Food or Water or Energy. The key ideas are Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.</p>		
<p>Future Learning (Topic) KS4 at Balcarras- skills across all GCSE topics KS5 at Balcarras- Year 12 A Level Water and Carbon Cycle, Year 13 Population and the Environment Cross curricular- science and resources</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Introduction to what are resources, why they are important and their link to well being. Pupils will be introduced to the resources of food, water and energy and consider the importance of these across the globe and how the availability of these effects different localities. They will also consider the future use of resources A detailed look at the UK resources will follow with consideration of the distribution, demand and changing use of energy, water and food. Pupils will then study the global allocation of resources and changes to patterns over time and then complete an in-depth study of water. The water lessons will cover global demand, issues of water insecurity and then strategies to meet future demand with examples used to support. Consideration of both large scale and local sustainable strategies to be included using Lesotho and Wakel as the examples.</p> <p>Content will be taught through: Teacher led lesson content Group and independent research task GCSE exam style questioning Group discussion/debates and questioning Reading key articles and textbooks Skills – graph and map interpretation to understand trends and changes and to appreciate global and UK patterns. Numeracy linked to graph interpretation Literacy – interpretation of articles</p>	<p>Pupils will be able to show an understanding of the distribution of resources and the potential future demands of these for the globe by being confident in class discussions and recall of ideas.</p> <p>They will also be assessed via the following methods</p> <p>Provide SHORT and FREQUENT re-call tests in a low threat environment</p> <p>Pupils will receive a past paper question booklet which covers all previous exam questions available to us. These will be regularly set and marked</p> <p>GCSE record sheet, progress analysis data, data shared in interim reports and formal reports and parents evening.</p>	
Misconceptions		
<p>Over simplified assumptions about LIC and HIC's. Pupils must be clear on where the areas of resources deficit are and get clarity on the correct patterns of global distribution</p>		

That the UK does not suffer from resource availability issues
 Pupils must understand that resource deficits occur in the UK and know why.

That sustainability can't be achieved.
 Pupils need to appreciate that even small steps to control resource use and wiser use of sustainable practise can make a difference but the process is long and complex

How can parents help at home?

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g. David Attenborough, wildlife/environments.

Places to explore:

Gloucester Incinerator visitors centre

Watch this

Series from the BBC
 mud sweat and tractors (agriculture and food production)
 BBC Life at 50 degrees, episodes Return of the river and Nigeria Burning
 Available on iPlayer

Listen to this

Podcast
 The global water crisis <https://www.wri.org/insights/podcast-solutions-global-water-crisis>
 Top 10 water podcasts <https://www.xylem.com/en-us/making-waves/water-utilities-news/9-water-podcasts-on-the-water-industry-and-water-technology/>

Check this out

Water Aid <https://www.wateraid.org/uk/>
 The Engineers:Clean Energy July 2021 event at Victoria and Albert Museum London (broadcast by BBC Worldservice)

Conversation Starters

Lack of resources effects all countries equally
 We should all eat local food
 Importing food has more advantages than disadvantages
 Energy supplies in the UK are not sustainable
 Fracking is not viable
 The UK faces a water crisis
 Global water issues cannot be solved sustainably
 Only LIC countries will have water insecurity issues

Helpful further reading/discussion

Reading

Non fiction
 Atlas maps of resource allocation, using choropleth mapping

Fiction
 When the River runs dry by Fred Pearce
 There Is No Planet B: by Mike Berners-Lee

Vocabulary Lists

Speaking like a geographer (Splug)
 Agribusiness
 Carbon Footprint
 Energy Mix
 Food miles
 Fossil Fuel
 Local food source
 Organic produce
 Resource management
 Famine
 Food Insecurity
 Food Security

Careers Links

Working in the food industry, links to farming and agriculture roles examples
 focus on food in the future and sustainable production <https://wrap.org.uk/#> great website goes through the sectors listed
 Chef and food vlogger
<https://www.bbc.co.uk/bitesize/articles/z4fq382>
 Farmer
<https://www.bbc.co.uk/bitesize/articles/zf2mgwx>
 Restaurant Owner
<https://www.bbc.co.uk/bitesize/articles/zm3wnrd>
 Food inspector
<https://www.bbc.co.uk/bitesize/articles/zr6xrij6>

<p>How bad are bananas by Mike Berners Lee (a look at carbon footprints and links to energy and water consumption)</p> <p>I walk for water by Lindsay Andrews</p> <p>The Global Energy Challenge: Environment, Development and Security by Caroline Kuzemko (Author), Andreas Goldthau (Author), Michael Keating (Author)</p>	<p>Irrigation Sustainable Urban Farming Grey water Groundwater Abstraction Waterbourne Diseases Water Conflict Deficit/surplus/insecurity Water stress Water transfer Exploitation Fossil fuels Renewable energy</p>	<p>Links to careers in energy and renewables</p> <p>Working for Thames Water https://jobs.thameswater.co.uk/Search.aspx</p> <p>Careers in humanitarian roles to support water scarcity eg Water Aid Working for an NGO</p> <p>Engineering roles to support water transfer eg Dam construction or support energy supplies eg Balfour Beatty</p>
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