

Subject	Year	Term
Geography	7	Autumn term 1
Topic	Concept	
How sustainable is Balcarras and Charlton Kings?	Sustainability	
Content + skills (Intent)		
Prior Learning (Topic) KS1/KS2- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Physical Geography Climate zones Sustainability		
Through this topic students will Students will start the topic by learning about the concept of sustainability. From here they will learn about their own personal carbon footprint, the carbon footprint of the school and the carbon footprint of the local community. Learning about this can encourage pupils to change their attitudes and behaviour; it also helps them to make informed decisions. It helps pupils understand the impacts of the climate crisis, empowering them with the knowledge, skills, values and attitudes needed to act as agents of change. This topic will encompass the use of a range of fieldwork techniques both at Balcarras and within the village so that students are introduced to the concept of fieldwork and the framework of the route to enquiry. Students will be taught the impact of global warming and learn how to adapt to climate change. This topic will empower pupils, but especially motivate them to take action. Knowing the facts helps eliminate the fear of an issue which is frequently coloured by doom and gloom in the public arena. This topic hopes to tap into the minds and imaginations of the pupils to capture what it means to be a child growing up in the age of rapid climate change.		
Future Learning (Topic) KS3 at Balcarras Why do oceans need protecting? (Year 7) Will the planet continue to get hotter and hotter? Why is the UK weather so changeable? What is the future of Antarctica? (Year 8) How and why are ecosystems important?, Is 'clean water for everyone' achievable? (Year 9) KS4 at Balcarras UK physical landscapes- glacial, Natural hazards, Resources KS5 at Balcarras Hazards, Coasts (Year 12) Water and Carbon, Population and the environment, Global governance (Year 13)		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
A series of lessons covering an introduction to the environment and sustainability. Pupils will first calculate their personal carbon footprint, and then look at ways to reduce this. This is followed by evaluating the schools carbon footprint, with a focus on Energy and Waste. Finally they conduct an enquiry into whether or not Charlton Kings is Sustainable. Pupils explore a range of	Through an end of topic assessment which will cover the fieldwork enquiry and related geographical skills. Going through; Question, Methods, risk assessment, Graphs, Analysis, conclusions and Evaluation. Marks for homework tasks Marking of classwork/tasks	

fieldwork techniques to investigate the environment at school and their local community/area.			
<h2>How can parents help at home?</h2>			
<p>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, Planet Earth, wildlife/environments. Get involved with the school eco club and look at ways to make the school more sustainable.</p>			
<p>Places to explore</p> <p>The WWF have a footprint calculator pupils can use, https://footprint.wwf.org.uk/#/</p> <p>The science museum https://www.sciencemuseum.org.uk/see-and-do/our-future-planet</p> <p>Follow news on Cop global conferences</p> <p>Follow climate activists such as Greta Thunberg and George Monbiot</p> <p>For people concerned with Eco Anxiety this is a good starting point to cope with how you feel https://www.nhm.ac.uk/discover/how-to-cope-with-eco-anxiety.html</p>			
<p>Programmes you could watch</p> <p>https://www.youtube.com/watch?v=H2QxFM9y0tY https://www.bbc.co.uk/programmes/m00049b1</p>			
<p>Conversation Starters:</p> <p>Is climate change the most important challenge of our times?</p> <p>How big is your carbon footprint?</p> <p>How can I reduce my carbon footprint?</p> <p>Can we be carbon neutral?</p> <p>Can the social cost of carbon be calculated?</p> <p>Am I responsible for the schools carbon footprint?</p> <p>Are electric cars as good as people say they are?</p> <p>Should individual extreme weather events be attributed to human activity?</p> <p>Can we reduce global warming to 1.5C?</p> <p>Should future investments in energy technology be limited exclusively to renewables?</p>			
<h2>Helpful further reading/discussion</h2>			
<p>Reading</p> <p>Climate Action by Georgina Stevens</p> <p>Climate Rebels by Ben Lerwill</p> <p>The Carbon-Neutral Adventures of the Indefatigable Enviroteens by First Dog On the Moon</p> <p>Death and Sparkles by Rob Justus</p> <p>Beetles for Breakfast by Madeleine Finlay</p> <p>Challenge Everything: The Extinction Rebellion Youth Guide to Saving the Planet by Blue Sandford</p> <p>There is no Planet B Mike Berners Lee</p> <p>How Bad are Banana's, the carbon footprint of everything by Mike Berners Lee</p>	<table border="1"> <tr> <td data-bbox="624 1487 1007 2051"> <p>Vocabulary Lists</p> <p>Environment</p> <p>Sustainable</p> <p>Carbon footprint</p> <p>Greenhouse gas</p> <p>Enhanced greenhouse effect</p> <p>Direct emissions</p> <p>Indirect emissions</p> <p>Climate change</p> <p>Renewable</p> <p>Non-renewable</p> <p>Fossil fuels</p> <p>Global warming</p> <p>Carbon neutral</p> <p>Consumption</p> </td><td data-bbox="1007 1487 1544 2051"> <p>Careers Links</p> <p>Sustainable analyst</p> <p>Sustainable marketing</p> <p>Sustainability consultant</p> <p>Sustainability manager</p> <p>Program officer</p> <p>Environmental engineer</p> <p>Entrepreneur</p> <p>All fields will have aspects of sustainability in the future, this could include the circular economy, social issues, oceans, habitats and wildlife, etc</p> <p>https://youmatter.world/en/jobs-careers-sustainability-options/</p> <p>https://www.careers.ox.ac.uk/sustainability-environment#collapse1527571</p> <p>https://www.youtube.com/watch?v=74QHS6O6egE</p> </td></tr> </table>	<p>Vocabulary Lists</p> <p>Environment</p> <p>Sustainable</p> <p>Carbon footprint</p> <p>Greenhouse gas</p> <p>Enhanced greenhouse effect</p> <p>Direct emissions</p> <p>Indirect emissions</p> <p>Climate change</p> <p>Renewable</p> <p>Non-renewable</p> <p>Fossil fuels</p> <p>Global warming</p> <p>Carbon neutral</p> <p>Consumption</p>	<p>Careers Links</p> <p>Sustainable analyst</p> <p>Sustainable marketing</p> <p>Sustainability consultant</p> <p>Sustainability manager</p> <p>Program officer</p> <p>Environmental engineer</p> <p>Entrepreneur</p> <p>All fields will have aspects of sustainability in the future, this could include the circular economy, social issues, oceans, habitats and wildlife, etc</p> <p>https://youmatter.world/en/jobs-careers-sustainability-options/</p> <p>https://www.careers.ox.ac.uk/sustainability-environment#collapse1527571</p> <p>https://www.youtube.com/watch?v=74QHS6O6egE</p>
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