

Subject	Year	Term
Environmental Science	13	2
Topic		
Sustainability		
Content (Intent)		
Prior Learning (Topic)		
<p><i>Biogeochemical Cycles</i></p> <p><i>Atmosphere</i></p> <p><i>Hydrosphere</i></p> <p><i>Lithosphere</i></p> <p><i>Mineral resources</i></p> <p><i>Agriculture</i></p> <p><i>Habitats</i></p> <p><i>Forest resources</i></p> <p><i>Aquatic food systems</i></p> <p><i>Pollution</i></p> <p><i>Energy resources</i></p>		
Future Learning (Topic)		
<p>Dynamic equilibria</p> <p>Negative feedback mechanisms which resist change</p> <p>Positive feedback mechanisms which increase change</p> <p>Equilibrium tipping points which lead to new equilibria</p> <p>Diverse systems are more likely to be resistant to change</p> <p>Energy</p> <p>Natural processes are driven by renewable energy, especially solar power</p> <p>Natural processes use low energy-density resources</p> <p>Most natural processes occur at low temperatures</p> <p>Carbon footprints and sustainable development</p> <p>Material cycles</p> <p>Linear human systems lead to resource depletion and waste generation</p> <p>Natural processes often link together in sequences that create cycles, with the waste products of one process being the raw materials for other processes</p> <p>Natural waste products are either non-toxic or do not build up to cause toxicity</p> <p>The circular economy</p> <p>The application of the principles of the circular economy to the development of sustainable lifestyles</p> <p>Biocapacity and ecological footprints: a comparison of the factors controlling the impact of different ecological footprints on biocapacity</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Note taking</p> <p>Calculating carbon footprint</p> <p>Analysing the effectiveness of different sustainable strategies</p> <p>analyse data on fossil fuel use and hydrocarbon reserves to assess future supply problems.</p>	<p>- Homework Booklet marked and written feedback given</p> <p>Test marked, graded and feedback given</p>	

<p>identify the impacts of fossil fuel use and plan a monitoring programme to assess the impacts of changing to renewable energy resources. interpret graphs on population growth, resource consumption, biodiversity loss and pollution emissions within the context of sustainable lifestyles. Case studies</p>	
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How can parents help at home?

Look at the topic specific resources on the VLE
Use appropriate YouTube channels
Encourage students to write revision cards
Look at the specification on the AQA website
Complete past papers (on the AQA website)
Take an interest! Ask your children what they have learnt and be curious about their learning.

Helpful further reading/discussion

Reading	Vocabulary Lists	Careers Links
<p>Environmental Science Chapter 14</p>	<p>Dynamic equilibria Tipping points Circular economy Optimum production Biocapacity Ecological footprints Global hectare Living planet index Bomas Biological corridors Sequestration</p>	<p>See VLE</p>