



**Pathway 2,
3, 4**

Year 9

Term Spring 1 and 2

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?
Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

what is the key concept pupils need to take away / understand

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Knowledge:

what information / facts will the pupils be learning

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Do children know what a desert is?

Can children locate some of the world's major deserts on a world map?

Do children know that not all deserts are hot and sandy?

Do children know that deserts are characterised by extremely low rainfall?

Can children describe the weather and climate of deserts around the world?

Can children analyse data to find out about desert climates

Do children know that deserts change over time?

Do children know how sand dunes are formed?

Can children describe the process of erosion to create various rock formations?

Do children know that much of the desert is too hostile to be lived in by humans?

Can children name some of the ways in which deserts are used by

Can children list some of the natural resources of the desert, such as oil?

	<p>Do children know that many people live in deserts?</p> <p>Can children describe what desertification is?</p> <p>Can children locate the Tropic of Capricorn, Tropic of Cancer and equator on a world map?</p> <p>Can children describe what the rainforest is like?</p> <p>Do children understand the word 'climate'?</p> <p>Do children know that there are settlements in the rainforest?</p> <p>Do children know that rainforests around the world are under threat?</p>	<p>humans?</p> <p>Can children describe some of the challenges faced by desert dwellers?</p> <p>Do children know why desertification is happening?</p> <p>Do children know that rainforests lie between the two tropics?</p> <p>Can children name the four layers of vegetation in a rainforest?</p> <p>Can children describe the climate of a tropical rainforest?</p> <p>Can children describe the way of life of traditional tribespeople?</p> <p>Can children describe reasons why rainforests are destroyed?</p>	<p>Do children know how cities grow and survive in deserts?</p> <p>Can children describe the effects of desertification?</p> <p>Can children name continents and countries that have areas of rainforest?</p> <p>Can children describe the features of each layer of vegetation and identify animals that live there?</p> <p>Can children compare the climate of the rainforest with climates in other parts of the world?</p> <p>Can children explain how people use the rainforest sustainably to survive?</p> <p>Can children describe ways in which rainforests can be protected?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>

	Creative thinkers – students to create a series of pictures, questions etc	Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc	Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc Independent inquirers – students to show independence in what they include in their work
Language and/or communication skills:	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8	Human body		
9			
10		Equations	Muscles / Skeleton

11			
12	Chemistry GCSE molarity		
13			
14			

Talking points

Implementation

Impact