



Year 10/11

Humanities

**Autumn/Spring
Threatened Ecosystems**

Learning Intention: This unit aims to enable learners to recognise the natural environment, to know that it is fragile, can be endangered and needs to be protected through actions of people, global organisations and governments.

Key knowledge that should be learned during this SoW

All (Pathway 2)

Most (Pathway 3)

Some (Pathway 4)

Concept:

Pupils will be working on their knowledge of knowing the features of a range of threatened ecosystems at a national and global scale and why they are endangered. Pupils will work on case studies and research projects to explore how people endanger the continued existence of threatened ecosystems at a national and global scale. With their knowledge pupils will look at how threatened ecosystems can be protected at both national and global scales.

Knowledge:

- State one threatened ecosystem in the UK and one on a global scale.
- Identify some features of both threatened ecosystems
- State one threatened ecosystem in the UK and one on a global scale.
- State why both ecosystems are endangered.
- Select ways in which people can protect threatened ecosystems.

- State why both ecosystems are endangered.
- Identify some features of both threatened ecosystems from both UK and global scales.
- Recognise ways in which actions of people have threatened an ecosystem in the UK.
- Identify how an ecosystem in other parts of the world can be threatened by the actions of people.
- Select ways in which governments and/or global organisations can protect a threatened ecosystem.

- Outline a range of features of both threatened ecosystems
- Give reasons why both ecosystems are endangered.
- Outline how one ecosystem in the UK has been threatened by the actions of people.
- Outline how an ecosystem in other parts of the world can be threatened by the actions of people.
- Outline how people can protect threatened ecosystems.
- Outline how governments and/or global organisations can protect a threatened

			ecosystem.
Key Skills:	<ul style="list-style-type: none"> • To be able to use IT equipment for research purposes. • To use listening and speaking skills in class with both staff and peers. • To work on reading and comprehension skills when working with research. 	<ul style="list-style-type: none"> • Be able to compile a case study/research on a powerpoint to present to the class. • Use language skills to discuss and present to peers. • To work on reading and comprehension skills when working with research. 	<ul style="list-style-type: none"> • To use a wide range of media to present to the class in a way the pupil feels is suitable. • Use language skills to discuss and present to peers. • To work on reading and comprehension skills when working with research.
Language and/or communication skills:	Ecosystem, destroy, global, uk	Endangered, threatened, diverse	Similar, different, improve,
Curricular Links	<ul style="list-style-type: none"> • PSHCE : Myself, Community, Culture • Geography : Our local area • Science 		