



Big Question Template / Learning Journey / SOW summary

AoLE: Humanities	Subject: Geography	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
What are the causes and consequences of climate change?	This Big Question investigates the causes and consequences of climate change. Who is to blame and what needs to be done to tackle the issue. Pupils will explore the GreenHouse Effect along with sources of GreenHouse gases. Pupils will discover who is affected by climate change and in what way. They will discover alternative ways of generating energy through the use of renewable energy and how to save energy.	What is climate and weather? Population.

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can analyse, explain and evaluate the validity of opinions, viewpoints and interpretations, considering how they are shaped and influenced by a variety of factors, and how they can change over time. Subsequently, I can develop my own informed and justified judgements.</p> <p>I can explain and analyse the wide range of interrelationships and interdependencies between the human actions and physical processes that shape places, spaces, environments and landforms over time.</p> <p>I can give comprehensive explanations and analysis of how and why places, spaces, environments and landforms have changed over time.</p> <p>I have built a detailed understanding of what it is to be an ethical, informed citizen and can critically evaluate my role as one, recognising my responsibilities and those of others towards society, the environment and creating a sustainable future.</p>	<p>Describe and explain in detail how the greenhouse effect works. Explains how human actions affect the process and suggests reasons behind human actions. Applies relevant examples to demonstrate understanding.</p> <p>Explain why specific greenhouse gas levels are increasing. Justify your answer by suggesting up to date evidence to support your claims.</p> <p><b>Justify</b> the use of fossil fuels.</p> <p>Justify the location of a wind farm. Link your answers to social, economic or environmental factors.</p> <p>Clear and detailed description and explanation of two ways people can change their lifestyle to reduce the impact of climate change. Two contrasting methods have been selected. Specific examples have been incorporated into both methods. The pupil has perhaps started to evaluate both actions suggesting any limitations.</p>
Advancing	<p>I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements.</p> <p>I can explain, using a range of evidence, why people have different interpretations and that interpretations are influenced by the availability, validity and credibility of evidence, identity, experiences, viewpoints and beliefs.</p> <p>I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time.</p> <p>I can understand and explain the range of factors that affect the interrelationships between humans and physical processes.</p> <p>I can describe and explain how places, spaces, environments and landforms have changed over time and outline the processes that cause these changes in the natural world.</p>	<p>Describe and explain in detail how the greenhouse effect works. Offers reasons to explain how human actions affect the process.</p> <p>Explain why levels of greenhouse gases are increasing.</p> <p>Suggest what people can do to reduce global warming.</p> <p>Evaluate a single effect of climate change. Outline how it can affect different people in different ways.</p> <p><b>Suggest</b> how people can adapt their lifestyles to cope with climate change or mitigate their actions to reduce climate change.</p> <p>Explain specific reasons why people are for against wind energy. Suggest the consequences of opting for wind energy.</p> <p><b>Detailed explanation</b> of a form of renewable energy, along with well structured and detailed advantages and disadvantages. A case study example has been introduced.</p> <p>Describes and explains in detail two ways how people can change their lifestyle to reduce the impact of climate change. Two contrasting methods have been selected. Examples have been incorporated into one of the methods.</p>



	I have an understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future.	
Securing	<p>I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.</p> <p>I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</p> <p>I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.</p> <p>I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present.</p> <p>I can give simple descriptions of the processes that lead to change in the natural world.</p> <p>I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.</p>	<p>Describe the different parts of the atmosphere.</p> <p>Describe and explain how the greenhouse effect works.</p> <p>Identify and describe the sources of greenhouse gases</p> <p>Explain the causes and effects of climate change.</p> <p>Categorise the causes of climate change into different groupings.</p> <p>Describe and explain the positives and negative effects of climate change</p> <p><b>Explain</b> how when it comes to climate change all countries in the world are connected.</p> <p>Describe and <b>explain</b> the positives and negatives of wind energy.</p> <p>Explain reasons why people are for or against wind energy.</p> <p><b>Describe</b> and <b>explain</b> a form of renewable energy. Begin to explain the advantages and disadvantages of the specific form of renewable energy.</p> <p>Describes and explains two ways how people can change their lifestyle to reduce the impact of climate change.</p>
Beginning	<p>I can recognise and explain that my opinions and the opinions of others have value.</p> <p>I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.</p> <p>I can describe how people and the natural world may impact on each other.</p> <p>I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.</p> <p>I can recognise the distinctive features of places, environments and landforms, and how these may change.</p> <p>I am beginning to appreciate and care for living things and my own environment.</p>	<p>Identify the different parts of the atmosphere.</p> <p>Identify different parts of the greenhouse effect.</p> <p>List at least 3 greenhouse gases</p> <p>Identify the causes and some effects of climate change</p> <p>Identify the positives and negative effects of climate change</p> <p><b>List</b> the effects climate change is having on the poor and rich.</p> <p>Identify the positives and negatives of wind energy.</p> <p>Identify a good location for a wind farm with brief reasons.</p> <p><b>Identify</b> different forms of renewable energy</p> <p>Simple description of two ways how people can change their lifestyle to reduce the impact of climate change.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Learning experiences:</b> Pupils present and justify their decision when it comes to the best site for a wind farm. Pupils create and deliver a presentation on renewable energy drawing in local examples.</p> <p><b>Local links:</b> Pupils apply their knowledge of Gwynt a Mor offshore wind farm to their presentation on renewable energy. Pupils with solar panels on their homes can outline the benefits and negatives of renewable energy in a real life context.</p>	<p><b>Literacy:</b> Use oracy skills to justify the best location for a wind farm. Use of oracy to describe, explain and evaluate a source of renewable energy. Extended writing with the use of tier 3 vocabulary and connectives to describe and explain how the greenhouse effect works. Extended writing with the use of tier 3 vocabulary and connectives to describe and explain how people's actions can help reduce climate change. Analyse and summarise the views of different stakeholders towards wind energy.</p>



**International links:**

Pupils explain how the local can affect the global when it comes to climate change.

Assessment (How will we know that students have learnt what we taught them)

**Formative Assessment:**

Identify the different layers of the atmosphere using an annotated diagram.  
Identify sources of greenhouse gases and explain reasons for why climate change is becoming an increasingly significant problem.  
Identify, describe, explain and categorise the effects of climate change.  
Justify the best location for a wind farm.  
Describe, explain and evaluate a source of renewable energy.

**Summative assessment:**

Describe and explain how the greenhouse effect works.  
Describe and explain how people's actions can help reduce climate change.

Evaluation

Strengths

Areas for Development

Pupil Voice