


Learning Plan 2A (3 – Spring 1)	Subject/Pwnc: Geography: Climate Change /Daeryddiaeth	Year/Blwyddyn: 9		
<p><u>The Four Purposes in Humanities:</u></p> <p>Ambitious, capable learners, who: have high standards; seek and enjoy challenges; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p>Enterprising, creative contributors, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenges; develop skills and knowledge to manage everyday life.</p> <p>Knowledge focus/what matters: Through this topic, pupils will develop a deep understanding of the scientific, social, economic, and political factors that contribute to climate change, as well as its wide-ranging impacts on people and places. They will explore how individuals, governments, and global organisations respond to this issue, and evaluate the effectiveness of different strategies.</p>				 <p>CHRIST THE WORD CATHOLIC SCHOOL CRIST Y GAIR</p>
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress	
Week 1	<ul style="list-style-type: none"> Identify and describe a range of evidence that shows Earth’s climate has changed over time Explain how each type of evidence supports the idea of long-term climate change Evaluate which sources of evidence are most reliable or convincing <p style="text-align: center;">Big Question: “Assess the extent to which human activity is responsible for climate change.”</p>	<ul style="list-style-type: none"> I can recall prior learning including geographical processes and apply this to new discoveries. I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements. I can investigate complex problems and find solutions. I can construct and critique a range of viewpoints before making well supported evaluations 	<p>Create a one-page evidence summary showing how we know climate change is happening.</p> <p>Include: Ice core evidence (temperature + CO₂) Historical records (harvest dates, diaries, paintings) Instrumental records (modern temperature data) Melting glaciers/sea ice</p>	

			<p>images or diagrams Graphs labelled with trends (students can sketch them).</p> <p>Set: 05.01.2026 Due: 16.01.2026</p>
Week 2	<ul style="list-style-type: none"> Explore different natural causes of climate change (e.g. volcanic activity, solar variation, orbital changes) Explain how each natural cause influences global temperatures Evaluate which natural cause has had the greatest historical impact. 	<ul style="list-style-type: none"> I can recall prior learning including geographical processes and apply this to new discoveries. I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements. I can investigate complex problems and find solutions. I can construct and critique a range of viewpoints before making well supported evaluations 	
Week 3	<ul style="list-style-type: none"> Explore the enhanced greenhouse effect and identify key human activities that contribute to it Identify and explain the roles of major greenhouse gases Compare and analyse the contribution of different sectors to global emissions and evaluate the main causes 	<ul style="list-style-type: none"> I can recall prior learning including geographical processes and apply this to new discoveries. I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements. I can investigate complex problems and find solutions. I can construct and critique a range of viewpoints before making well supported evaluations 	<p>“Climate Change Summary Sheet” Students create a one-page revision sheet covering: Human causes, Natural causes, Greenhouse effect, Key evidence, Vocabulary</p> <p>Set: 19.01.2026 Due: 02.02.2026</p>
Week 4 and 5:	<p>Show Your Learning (SYL) — WRITING & REFLECTION LESSON</p> <p>You will complete writing for success framework to prepare and then answer:</p> <p><i>“Assess the extent to which human activity is responsible for climate change.”</i></p> <p>Using your planning and prior knowledge you are going to write a well-structured extended response that assesses the extent of human activity being responsible for climate change.</p>	<p>Using your classwork and prior knowledge consider:</p> <p>Success Criteria (for writing):</p> <ul style="list-style-type: none"> I can Explain both human and natural causes of climate change using accurate geographical vocabulary. I can Use evidence to support explanations and show understanding of key processes. I can Make connections between CO₂ levels, human activities, and rising temperatures. I can Evaluate how far humans are responsible in a clear, well-reasoned conclusion. 	

<p>Week 6</p>	<ul style="list-style-type: none"> ● Understand my strengths and weaknesses and identify where my explanation of human and natural causes lacked accuracy, evidence or balance. ● Explore teacher, peer and self-assessment feedback to plan clear improvements. ● Analyse how to strengthen my geographical vocabulary and apply it confidently. ● Understand the SYL success criteria and identify how to use them to improve my work. 	<ul style="list-style-type: none"> ● I can understand the success criteria and identify at least two strengths and two weaknesses in my work. ● I can explore ways to improve a paragraph by adding clearer explanation, stronger evidence or more accurate vocabulary. ● I can analyse my connections to make them more evaluative by judging how far humans are responsible. ● I can identify feedback from the improvement process and apply it to produce a more precise final answer. 	<p>Complete a comparison table explaining: Natural causes volcanic activity, solar variation, Milankovitch cycles Human causes fossil fuels, agriculture, deforestation Set: 02.02.2026 Due: 16.02.2026</p>
---------------	--	--	---