




Learning Plan 2B	Subject/Pwnc: Geography: Climate Change /Daearyddiaeth	Year/Blwyddyn: 9				
<p><u>The Four Purposes in Humanities:</u> Ambitious, capable learners, who: have high standards; seek and enjoy challenge; 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 challenge; develop skills and knowledge to manage everyday life.</p>					Hon port progress	
<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>						
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)				
<p>Week 1</p> <p>Lesson 7: Management of Climate Change in the UK LO: To investigate how the UK is managing climate change and evaluate the effectiveness of individual, local, and national strategies.</p>	<ul style="list-style-type: none"> Describe a range of strategies the UK is using to reduce the impacts of climate change Explain how individuals, communities, and governments contribute to climate action Evaluate the effectiveness of UK responses in tackling climate change 	<ul style="list-style-type: none"> I can recall prior learning including scripture and apply this knowledge to new discoveries. I can ask questions to support my viewpoints, 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>“Assess the extent to which international cooperation is effective in tackling climate change.”</p>			
<p>Week 2</p> <p>Lesson 8: Global World Leaders and Climate Change LO: To compare global leaders’ responses to climate change and explain how international cooperation varies across countries.</p>	<ul style="list-style-type: none"> Identify how different global leaders and countries have responded to climate change Describe and compare climate policies and approaches from key nations Explain how political will, economic status, and global responsibility affect climate action 	<ul style="list-style-type: none"> I can recall prior learning including scripture and apply this knowledge to new discoveries. I can ask questions to support my viewpoints, 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>Compare how two countries have responded to climate change (e.g. UK vs China / USA vs India). Include: Emissions levels Type of response (mitigation vs adaptation) One reason why their responses differ</p>			
<p>Week 3</p> <p>Lesson 9: COP26 – The Global Agenda LO: To summarise the aims of COP26 and evaluate the impact of international climate agreements on global action.</p>	<ul style="list-style-type: none"> Describe what COP26 is and explain its global significance Summarise key climate pledges and targets made during COP26 Evaluate the strengths and limitations of international climate agreements 	<ul style="list-style-type: none"> I can recall prior learning including scripture and apply this knowledge to new discoveries. I can ask questions to support my viewpoints, 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>“To what extent was COP26 successful?” You should: Explain what COP26 aimed to do Identify two successes Identify one limitation Reach a clear judgement</p>			

<p>Week 4</p> <p> Lesson 11: Revision & Assessment</p> <p>LO: To retrieve and organise key knowledge into themed areas and apply it confidently to a range of question types.</p>	<p>Assessment Question (SYL): “Assess the extent to which climate change can be effectively managed through a combination of local, national and global action.”</p> <p>To be successful, you should:</p> <ul style="list-style-type: none"> • Explain how climate change is managed at local, national and global scales • Use accurate geographical vocabulary and real-world examples (UK + global) • Analyse strengths and limitations of actions at different scales • Compare which scale of action is most effective and explain why • Reach a clear, justified judgement answering the question 	<ul style="list-style-type: none"> • I can recall prior learning including scripture and apply this knowledge to new discoveries. • I can ask questions to support my viewpoints, 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>You are a global leader deciding how to spend £1 billion to tackle climate change. You must choose three actions (e.g. renewables, flood defences, education, carbon capture) and: Justify your choices Explain who benefits Identify one possible drawback</p>
<p>Week 5</p> <p> Lesson 12: Feedback and Reflect</p> <p>LO: To evaluate assessment performance and improve written responses using DIRT strategies and personalised targets.</p>	<ul style="list-style-type: none"> • Analyse my assessment feedback to identify successes and areas for improvement • Improve specific responses through DIRT activities • Set personal targets to support my progress in future geography topics 	<ul style="list-style-type: none"> • I can recall prior learning including scripture and apply this knowledge to new discoveries. • I can ask questions to support my viewpoints, 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>“Assess the extent to which international cooperation is effective in tackling climate change.”</p>