










Year: 9

Term: *Spring 2*

Topic: Making Sustainable decisions

Lesson Title	Knowledge & Understanding AO1&2 (40%)	Judgment & Skills AO3&4 (60%)
<p>1. Making sustainable decisions introduction</p> 	 <ul style="list-style-type: none"> <input type="checkbox"/> Multiple sustainable case studies including BedZed (London), Sustainable housing, regeneration (Western Park), Brighton and Leicester cycle schemes. <input type="checkbox"/> What makes a sustainable community? <input type="checkbox"/> Researching your own carbon footprint <input type="checkbox"/> Decision making for NCL sustainability 	 <ul style="list-style-type: none"> <input type="checkbox"/> Photo analysis (land use and land use change) <input type="checkbox"/> Flow charts (carbon off-setting) <input type="checkbox"/> Adding and subtracting large sums of money <input type="checkbox"/> Evaluating sustainable decisions
<p>2. Investigating Curitiba</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Geographical knowledge of Brazil, size, location, population and culture. <input type="checkbox"/> Explaining tourism in Brazil <input type="checkbox"/> Explaining the problems and solutions for Curitiba and Brazil in terms of growing population, resource management and sustainable solutions 	<ul style="list-style-type: none"> <input type="checkbox"/> Curitiba, Brazil location (Latitude, longitude). <input type="checkbox"/> Photo analysis <input type="checkbox"/> Choropleth analysis of Brazil biomes <input type="checkbox"/> Block value analysis of Brazil export value <input type="checkbox"/> Discussing Curitiba sustainability (oracy focus) <input type="checkbox"/> Assess the successfulness of Curitiba's plans for a sustainable city
<p>3. Sustainable NCL</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> What makes a sustainable community? <input type="checkbox"/> Explaining how sustainable NCL is and how it could be improved <input type="checkbox"/> Sustainable housing 	<ul style="list-style-type: none"> <input type="checkbox"/> Conducting environmental quality perception survey in NCL (fieldwork) <input type="checkbox"/> Plotting data on a radial graph <input type="checkbox"/> Presenting data <input type="checkbox"/> Answering enquiry question "Does the school have a high-quality environment?"
<p>4. How sustainable is what I eat?</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Carbon impact and output of various household items e.g. fish, coffee <input type="checkbox"/> The impact farming has on the environment, including eutrophication in bodies of work <input type="checkbox"/> Requirements for food security and genetically modified food <input type="checkbox"/> Solutions for food security (Denmark and London) 	<ul style="list-style-type: none"> <input type="checkbox"/> Source analysis (newspaper image of exploitation) <input type="checkbox"/> Assess the successfulness of food solutions to provide food security for people

<p>5. What is sustainable development?</p> 	<p><input type="checkbox"/> Exploring the Millennium sustainable goals</p> <p><input type="checkbox"/> The impact the SDG's are having on developing countries e.g. Uganda and Ethiopia</p>	<p><input type="checkbox"/> Source analysis for multiple sustainability goals</p> <p><input type="checkbox"/> Evaluating the effectiveness of the sustainability goals</p> <p><input type="checkbox"/> Evaluate the success of the sustainable development goals</p>
<p>6. Assessment</p>		