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| ***Why this lesson sequence has been created:*** In year 9, pupils study ‘Biomes’ as a topic. One learning outcome of the topic is to understand the human impact on biomes and how this can be managed - we currently teach a lesson about how farming can damage ecosystems. This sequence will provide a real life case study to develop this knowledge.  ***Links to KS3 NC aims:***   * Extends locational knowledge * Focuses on different environmental regions – deciduous biome * Introduces key physical and human characteristics of these areas in the world and how they interact * Builds on their knowledge of globes, maps and atlases. | | ***How this lesson sequence develops upon knowledge that has been gained in year 7 and 8:*** Challenges and management strategies in biomes has previously been studied in year 7 during the ‘Brazil’ topic. This sequence will allow them to use and develop their understanding of ‘challenges’ and ‘management’ and apply it to a real life context. | ***How this topic links to curriculum progression:*** In year 10, pupils study ‘Living World’ as a topic. Within this topic they look at how biomes are damaged and the management strategies used to mitigate this damage. The work that they will do in year 9 will enhance their progression into GCSE. |
| **Lesson** | **Curriculum intent** | **Available resources** | |
| ***1*** | ***Knowledge and understanding:***  Pupils conduct a baseline survey.  Pupils develop their knowledge of the case study. Key areas to be covered are; location, climate graph and plant and animal characteristics.  ***Skills to include:***  Map skills (4 and 6 figure grid references) | Resource 1: Baseline survey  Resource 2: Case study research | |
| 2 | ***Knowledge and understanding:***  Pupils learn about the three main challenges facing the ecosystem. The areas to be covered are;   * *SSSI (Site of special scientific interest)* * *AONB (Area of natural beauty)* * *Climate change*   ***Skills to include:***  Map skills (4 and 6 figure grid references)  Photograph analysis | Resource 3: Challenges facing the ecosystem  Resource 4: Maps of potential challenge impact | |
| 3 | ***Knowledge and understanding:***  Pupils learn about the four main management strategies that can be implemented. The advantages and disadvantages of each strategy needs to be evaluated. The areas that need to be covered are;   * *Avoid overgrazing* * *No supplementary feeding on the moorland* * *Do not burn excess areas of heather.*   In groups, pupils need to choose which management strategy is most suitable and why. | Resource 5 – Management strategies | |
| 4 | ***Knowledge and understanding:***  In groups, pupils present which strategy they think is most effective and explain why. Feedback on the presentations is provided through the ‘Resource 6 – Peer Presentation Feedback’  Pupils re-do the baseline survey (Resource 1 – Baseline survey) to assess the progress they have made throughout the sequence of lessons. | Resource 6: Peer presentation feedback  Resource 1: Baseline survey | |