



learning will help to produce leaders in more sustainable working environments.

**YEAR 11**

1	Urban Futures	<p>What is urbanization?</p> <p>How do we define 'megacities' and 'world cities'?</p> <p>What is the urban explosion?</p> <p>How does rapid urbanization in LIDCs create slums?</p> <p>How have cities developed in the UK?</p> <p>What will happen to cities in the future?</p> <p>What are the characteristics of Birmingham and Istanbul?</p> <p>How do they compare?</p> <p>Do Birmingham and Istanbul have sustainable futures?</p>	<p>Using proportional symbol maps.</p> <p>Using data to compare cities across the globe.</p> <p>Using spider diagrams to compare the characteristics of different areas in a city.</p> <p>Comparing ethnic diversity and unemployment using choropleth maps.</p> <p>KEY WORDS:</p> <p>Urbanization</p> <p>Mega city</p> <p>World city</p> <p>Culture</p> <p>Push factors</p> <p>Pull factors</p> <p>Migrant</p> <p>Slum</p> <p>Suburban</p> <p>Ethnicity</p> <p>Inequality</p> <p>Informal sector</p>	<p>Students are able to explore cities across the globe, comparing and contrasting reasons for urbanization and global urban landscapes.</p> <p>Comparing the ability to develop sustainably in both an AC city and an EDC city gives students the opportunity to explore green credentials across the globe.</p>	<p>There is no deprivation in the UK.</p> <p>Sustainability is only possible in ACs.</p> <p>All world cities are mega cities.</p> <p>Most LIDCs still have a rural population base.</p>	The Middle East Earning a living	Sustainability across the globe.	<p>How can we iron out inequality within cities in the future?</p> <p>Extrapolating information from data and trying to predict future urban trends?</p>	Students get an understanding of the vast range of ethnic diversity in Birmingham and are able to think about how this reflects the other cities in the UK.	<p>Students get an appreciation of the vast range of problems within rapidly growing cities in LIDCs and EDCs.</p> <p>Students encouraged to critically think about the strategic position of Istanbul and how this relates to the war in Ukraine.</p>	<p>Urban planner.</p> <p>Architect</p> <p>Water Board</p> <p>Energy advisor.</p> <p>International aid.</p> <p>Border force.</p>
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Half Term	Unit Title	Key knowledge/content to learn and retain	Essential skills to acquire (subject and generic)	Link to subject intent and ethos	Anticipated misconceptions	Link to previous KS	Link to Future KS	Opportunity to stretch higher attainers	SMSC & British Values	Cultural Capital	Career Link
2	Dynamic Development	<p>How do we define development?</p> <p>What is the global development divide?</p> <p>How do we measure development?</p> <p>Uneven development and its links to colonialism and climate change.</p> <p>What are the obstacles to development?</p> <p>What are the millennium development goals and how did they lead to the sustainable development goals?</p> <p>How are TNCs influencing Zambia's economy?</p> <p>How is aid and debt affecting Zambia's path to development?</p> <p>How is the Kariba dam an example</p>	<p>How can we use Venn diagrams to measure the extent of sustainability?</p> <p>Using a 3D graph to compare the Human Development Index in different countries.</p> <p>Comparing choropleth maps to show development.</p> <p>KEY WORDS: Economic Social Environmental GDP Human development index Purchasing power parity Literacy Colonialism TNCs Debt relief IMF</p>	<p>Building an appreciation of global diversity and an understanding that some areas of the world may be deemed as 'dangerous'.</p> <p>Appreciating that the UK has links to many of its former colonies.</p>	<p>Everybody in LIDCs leads a subsistence lifestyle.</p> <p>People in LIDCs are not content.</p> <p>The UK has no debt.</p> <p>Global warming only affects countries that burn fossil fuels.</p> <p>Aid is always beneficial in LIDCs.</p> <p>TNCs are always good for the economy of LIDCs.</p>	International development	Forestry in LIDCs—especially clearance for crops such as palm oil—the devastating affects this may have on natural environments.	<p>Questioning the validity of the Human Development Index as a measure of development.</p> <p>Deeper questions regarding the legacy left by colonialization.</p> <p>Could LIDCs get ACs to pay a global warming tax?</p> <p>Make informed decisions about how to achieve development goals.</p>	<p>Recognising that the UKs colonization of countries was not always ethical.</p> <p>Understanding that the UK owes a debt to many of the countries that are in the commonwealth.</p> <p>Showing empathy for those less fortunate than ourselves.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions</p>	<p>Students need to understand the principals of uneven development.</p> <p>Understanding the challenges and opportunities presented by TNCs in LIDCs.</p>	<p>Economist Data analyst Funding coordinator Agriculture advisor</p>



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3	Sustaining Ecosystems	<p>What is an ecosystem?</p> <p>How are ecosystems linked across the globe and why we use the term Biome?</p> <p>What is unique about tropical rainforests?</p> <p>How have humans caused damage to rainforests; locally and globally?</p> <p>Where is Costa Rica?</p> <p>How do polar regions provide unique ecosystems and, thus, unique management styles?</p> <p>What is sustainable management?</p> <p>What is the Antarctic treaty?</p>	<p>Using diagrams to show biological cycles.</p> <p>Using a pyramid to explain biomass in a food chain.</p> <p>Drawing a cross section of a rainforest.</p> <p>Creating simple flow diagrams.</p> <p>Creating an Environmental impact assessment.</p> <p><b>KEY WORDS:</b></p> <p>Biomass</p> <p>Nutrient cycle</p> <p>Producer</p> <p>Consumer</p> <p>Biome</p> <p>Biodiversity</p> <p>Carbon sink</p> <p>Indigenous</p> <p>Ecotourism</p> <p>Albedo</p> <p>Permafrost</p> <p>Inuit</p>	<p>Enthusiasing students regarding tropical and polar environments.</p> <p>Recognising the need for sustainability in both tropical and polar environments.</p> <p>Understanding the need for global decision making especially in fragile environments.</p>	<p>Tropical Rainforests no longer exist.</p> <p>Tropical soils will be extremely fertile.</p> <p>There is no life in polar regions.</p> <p>There is land at the north pole.</p> <p>Polar bears and penguins live together.</p> <p>There is no resources in polar regions.</p>	<p>From Rock to Soil.</p> <p>Using Earth's natural resources</p>	<p>Environmental Science A Level—</p> <p>Sustainability</p> <p>Aquaculture</p> <p>Managing natural environments</p>	<p>Using a deeper understanding of tropical and polar environments to better manage their futures.</p> <p>How can ecotourism replace activities that damage fragile environments—is this economically viable?</p>	<p>Developing and expressing personal views and opinions.</p> <p>Developing personal values and beliefs.</p>	<p>The huge disparity between resource availability and consumption.</p> <p>Linking sustainability to a better future in fragile environments.</p>	<p>Resource planning.</p> <p>Ecotourism.</p> <p>Green technologies.</p> <p>Research and development in remote areas.</p>



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4	Resource Reliance	<p>Why does the earth need more resources?</p> <p>How is technology affecting agriculture?</p> <p>What is overfishing?</p> <p>Why have we become so reliant on fossil fuels?</p> <p>Is there enough fresh water?</p> <p>What is food security and how can it be measured?</p> <p>Can Tanzania grow all its own wheat?</p> <p>How is Tanzania bidding for food security?</p> <p>What is 'Fair Trade'?</p> <p>How do organic and intensive farming compare?</p>	<p>Comparing and analyzing different types of graph to reach a conclusion.</p> <p>Comparing maps to show changes in landscapes.</p> <p>Using a mindmap to show different factors affecting a topic.</p> <p>KEY WORDS: Supply Demand By catch Commercial Mechanization Fracking Deforestation Ecosystem Food security Global hunger index Undernourishment Calorie intake Bottom up Growth corridor</p>	<p>Challenging learners to become informed global citizens.</p> <p>Critically thinking about sustainability.</p> <p>Challenging learners to become informed global citizens.</p> <p>Critically thinking about sustainability.</p>	<p>The UK is self sufficient in all foods.</p> <p>There is not enough food in the world for today's population.</p> <p>Food security is guaranteed in ACs.</p> <p>Tanzania will never achieve food security because it is an LIDC.</p> <p>All products in the UK are Fairtrade.</p>	Using Earth's resources	<p>Agriculture</p> <p>Aquatic Resources</p> <p>Forest Resources</p> <p>Sustainability</p>	<p>Comparing Malthus's theory with Boserup's to reach a conclusion.</p> <p>Critically thinking about how to distribute the earth's resources more evenly.</p> <p>Extrapolating information to suggest future solutions.</p> <p>Thinking about the relationship between ACs and LIDCs.</p> <p>Critically thinking about how to distribute the earth's resources more evenly.</p> <p>Extrapolating information to suggest future solutions</p>	<p>Understanding human feelings and emotions.</p> <p>Developing personal views and opinions.</p>	<p>The disparity between resource availability and consumption.</p> <p>Knowledge and understanding of the link between resources and development.</p>	<p>Resource planning—food, water and energy.</p> <p>Farming.</p> <p>Fishing.</p> <p>Energy production.</p> <p>Renewable research.</p>
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