Year 9
Subject: Geography
Topic/Unit: Threatened Planet
When: HT1

Huntington School
Learn and succeed

Overview: This unit introduces the ideas of the four main spheres and focusses on threats to teach of them. Students consider the social, economic and environmental impacts of these threats. It leads onto to a more focussed study of climate change which integrates social, economic and environmental processes. It explores the human and natural causes, considers the local and global impacts and explores the strategies of adaptation and mitigations which may be used to reduce the impact.

Why this? Why now? This unit equips students with the spatial, analytical, and empathetic tools to understand global environmental crises—such as climate change, biodiversity loss, and resource depletion. It connects physical processes with human impacts, empowering our students to address sustainability, environmental justice, and to consider more resilient futures.

Building on…building to: In Year 8, students were introduced to the processes involves in the carbon cycle when the learned about fossil fuels. They also considered the challenges of living in some extreme environments; this unit takes that further and suggests some of the causes and possible solutions for populations to continue to exist in these locations. Later in Year 9, the glaciations and ecosystems unit make the connections to causes and effects of human actions related to climate change. This unit it taken further in Year 13 when the global carbon cycle is considered in greater depth.

Sequence summary:

- Threats to the biosphere (Yellowstone), hydrosphere (plastics in the ocean) and geosphere (mining in Alberta)
- Threats to the atmosphere – causes and evidence of climate change
- Impacts of climate change
- Mitigating against and adapting to climate change

Key Vocabulary:

- Adaptation - Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.
- Mitigation - Action taken to reduce or eliminate the long-term risk to human life and property from natural hazards, such as building earthquake-proof buildings or making international agreements about carbon reduction targets.

Assessments: Regular recall and retrieval tasks on whiteboards throughout each lesson to check understanding and dispel misconceptions. Longer piece of writing with a focus on evaluation. Short answer question assessment at the end of the unit.

Able and interested: Watch *Climate change: The facts* on BBC iPlayer which details the catastrophic consequences of global warming, explains the hard science behind shifting weather patterns, and argues that society has a rapidly closing window—roughly a decade—to implement radical changes and avoid irreversible damage. Read *Nobody is too small to make a difference* by Great Thunberg. It proves that individual voices and small actions have the power to ignite massive, worldwide movements.

Inclusion, Personal Development and Wider Skills: Tasks are scaffolded to build confidence. Students learn to make decisions based on information they are presented with, in this instance, to decide which sphere is most at risk.

Homework and Independent Learning: Homework is set fortnightly. Tasks may include pre-reading, offering reasoning for an argument or researching information to prepare for a lesson.