

KEY STAGE THREE CURRICULUM MAP 2021

SUBJECT: Environmental Science

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Project	
		YEAR 9	CURRICULUM RELATED EXPECTATIONS	<p>Origins of Life</p> <p>Describe basic models for the formation of the Earth.</p> <p>Explain theories of how life began on earth, considering what is required for life.</p> <p>Link origins of life to the development and change to the early atmosphere.</p>	<p>Food Production</p> <p>Describe processes of food production.</p> <p>Explain how food production leads to environmental problems.</p>	<p>Biodiversity</p> <p>Identify selected plants and animals.</p> <p>Explain how evolution, adaptation and speciation gives rise to biodiversity.</p> <p>Explain how physical adaptations link to behavioural ones.</p>	<p>Marine Ecology</p> <p>Describe the structure of oceans, including nutrient cycling.</p> <p>Describe biogeochemical changes to the oceans.</p> <p>Explain how changes to marine ecosystems are affecting plant and animal life.</p>	<p>Human Impact on the Environment</p> <p>Identify some of the large environmental problems caused by humans on a range of scales.</p> <p>Describe how these problems are impacting wildlife.</p> <p>Explain how they are becoming hazardous to humans.</p>	<p>Saving the Environment</p> <p>Understand how data can be used to inform conservation policy.</p> <p>Analyse and review conservation policies for a range of ecosystems.</p>
<p>KNOWING HOW (methods and)</p>	<p>Use models. Describe patterns in data. Use data to make predications. Interpret graphs and bar charts.</p>			<p>Apply knowledge. Use models. Describe patterns in data. Use data to make predications. Interpret graphs and bar charts.</p>	<p>Interpret graphs, identifying patterns in data and drawing conclusions from data.</p>	<p>Apply knowledge. Using models. Describe patterns in data. Use data to make predications. Interpret graphs and bar charts</p>	<p>Interpret graphs and recognise trends and patterns in data. Develop arguments from evidence to support an idea. Debate skills.</p>	<p>Describe patterns in data. Use data to make predictions. Interpret graphs and bar charts. Create persuasive arguments, presentation skills.</p>	<p>Field work skills. Describe patterns in data. Use data to make predictions. Create graphs and bar charts. Interpret graphs and bar charts.</p>
<p>ASSESSMENT opportunities</p>	<p>Discussion based tasks to show verbal understanding.</p>			<p>Marking of application based task.</p>	<p>Marking of application based task.</p>	<p>Marking of mathematical application based task.</p>	<p>Marking of debate based task.</p>	<p>Marking of presentation based task.</p>	<p>Marking of application based task.</p>