



Whose Earth is it Anyway?

Recommended year group: Year 9

Subject focus: Geography, RE, History

Driving Question

Whose Earth is it Anyway?

Introduction

This is a Humanities based theme which begins with students discussing the different elements of this theme and the driving question. They then revisit religious views about creation and how people explain how the earth was made. Students investigate what the earth is like through a study of the impact of factors on ecosystems and an in depth study of a chosen ecosystem. From here students study the impact of weather on the earth and the people who live there. Moving on to a study of the physical geography of Africa. The next area of study involves how humans have affected the earth from drawing borders in Africa in the 19th Century, through different rates of development to the impact of different factors internationally and locally, summing up with the impact of climate change. Students then study attitudes to Whose Earth it is by investigating the impact of Fake News on climate change and ending with religious and personal views about stewardship and who should protect the Earth.



Assessment outcomes

Lesson 2: God created the world and everything in it” *Do you agree? Show you have considered more than one viewpoint.*

Lesson 5: Newspaper Report about Typhoon Haiyan

Lesson 10: Primary and Secondary research into local areas.

Lesson 11 – climate trend graph

Lesson 13 - Use religious quotes to write an answer: What do different religions teach about Whose Earth it is? Is this just a religious issue?

Wellbeing

Kooth articles

Key vocabulary

Abiotic, Agnostic, Atheist, Benevolent, Big Bang, Billion, Biome, Biotic, Birth rate, Carnivore, Cause, Climate, Colony, Condensation, Conflict, Consumer, Continents, Coriolis force, Creation Story, Cumulonimbus clouds, Development, Distance from the sea, Distribution, Economic, Ecosystem, Effect, Empire, Environment, Environmental, Equator, Evaporation, Evolution, Extinction Rebellion, Eye (hurricane), Fact, Fake news, Fauna, Favelas, Flora, Food intake, Free will, GDP (per capita), Global, Global warming, Greenhouse effect, Health, Herbivore, Human geography, Imperialism, Indicators, Internet users, Latitude, Life expectancy, Literacy rate, Little Ice Age, Mali, Mansa Musa, Moral, Myth, Oceans, Omnipotent, Omniscient, Omnivore, Opinion, Organism, Photosynthesis, Physical geography, Political boundaries, Population, Prevailing wind, Primary, Producer, Protest, Qualitative, Quantitative, Quaternary period, Research, Resources, Response, Secondary, Secular, Social, Stewardship, Storm surge, Sustainable, Theist, Timbuktu, Tropic of Cancer/Capricorn, Uneven development, Universe, Violence, War, Weather

Flipped learning opportunities

Across all units research and quiz of countries, continents and physical geography of the earth

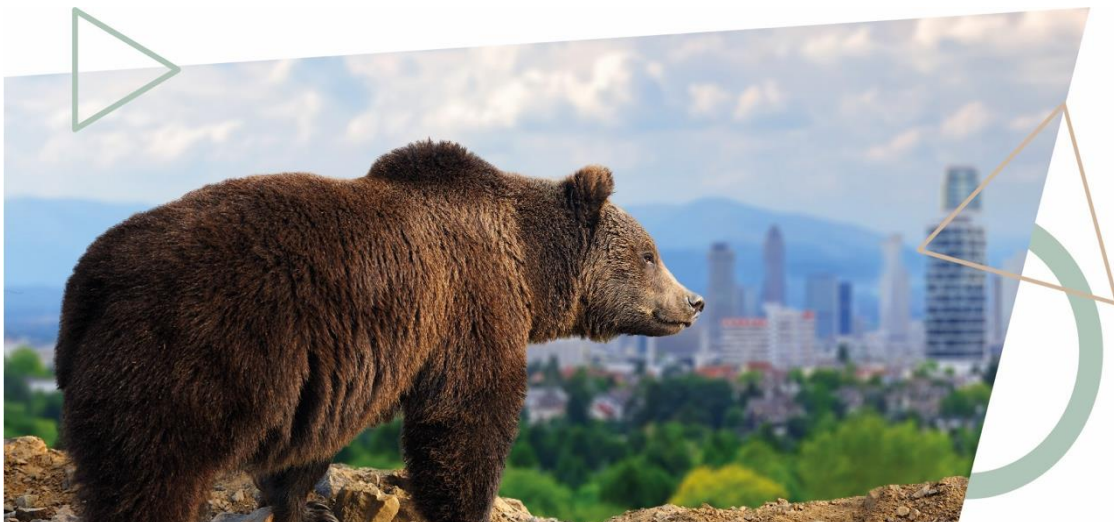
Lesson 1 for Lesson 4 - Ecosystem Research

Lesson 4 for Lesson 5 – Typhoon Research

Lesson 5 for Lesson 8 – Development Research

Lesson 9 for Lesson 11 – Carbon Footprint

Lesson 11 for Lesson 13 – Protest research



People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:**
- **Time:**

Family learning opportunities

Ideas for discussion at home:

Who should be looking after the Earth
What actions can we take to look after it.

Extended learning opportunities

Students could use these ideas to explore different features of the theme.

Digging Deeper

Lesson 5 Preparing for Disaster

Lesson 8 Absolute Poverty

Careers

Independent research around Careers that link to the environment using these links:

[environment](#) | [Search](#) | [Explore careers \(nationalcareers.service.gov.uk\)](#)

[Jobs that use Geography - BBC Bitesize](#)

Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons

Find out more about a rainforest - [Virtual tour of the Rainforest Biome - Eden Project](#)

Cultural capital suggestions

Read: The Boy who harnessed the wind by William Kamkwambe and Bryan Mealer

Look: Visit the National Gallery to see how nature has influenced painting over centuries: [Paintings \(nga.gov\)](#), follow the links to find out about Constable and Turner and how they showed the beauty of nature in their works.

Listen: Vivaldi – The Four Seasons

Lessons

| Lesson title | Topic | Subject | Essential knowledge/concepts | Competencies | National curriculum coverage |
|--------------------------------|---|------------|---|--|---|
| Introduction | 1. An introduction to the theme | RE PSHE | Reflect and discuss some of the issues around the theme – Whose Earth is it anyway? | CL.SL.05: Develop and adapt discussion skills and strategies in formal and informal contexts (Group Discussion and Interaction). | The national curriculum for English aims to ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas |
| | 2. What do you believe about the Earth | RE | <p>Reflect on personal views of the earth and creation</p> <p>Describe different theories about the creation of the earth using religious and non-religious sources.</p> <p>Analyse different beliefs about creation and come to a personal, reasoned conclusion.</p> | SE.RE.01: Make sense of religious beliefs | |
| What is our Earth like? | 3. What are ecosystems and biomes? | Geography | <p>To describe the location and distribution of Climate zones.</p> <p>To describe what an ecosystem is.</p> <p>To explain the links within an ecosystem, biotic and abiotic</p> <p>To explain why ecosystems are not the same</p> | SE.GE.03: Demonstrate understanding of physical geography concepts and its interrelationships with places, environments and processes | <p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in ... weather and climate</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments ... and how human activity relies on effective functioning of natural systems</p> |
| | 4. Ecosystem Research | Geography | <p>Locate an ecosystem</p> <p>Describe an ecosystem</p> <p>Explain how that ecosystem works</p> <p>Describe and explain different threats to this ecosystem.</p> | SE.GE.01: Demonstrate knowledge of locations, places, environments and different scales. | Understand how human and physical processes interact to influence, and change landscapes, environments ... and how human activity relies on effective functioning of natural systems |

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| | 5. Tropical Storms | Geography | <p>Describe where tropical storms occur and the conditions needed for them to form</p> <p>Categorise the effects of tropical storms in to economic, social and environmental</p> <p>Compare the effects of storms at contrasting levels of development</p> | SE.GE.03 Demonstrate understanding of physical geography concepts and their interrelationships with places, environments and processes. | Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems |
| | 6. What is Africa like? | Geography History | <p>Describe the physical geography of Africa.</p> <p>Apply knowledge of ecosystems to Africa</p> <p>Explain how the people of West Africa became settled.</p> <p>Assess the impact of the empire of Mali and Mansa Musa on the area.</p> | SE.GE.01 Demonstrate knowledge of locations and places, environments and different scales. | <p>Students should:</p> <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa.</p> <p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa</p> |
| How have humans changed the Earth? | 7. Scramble for Africa | History | <p>Identify the reasons for the Scramble for Africa.</p> <p>Explain how power was shared in Africa.</p> <p>Assess the impact of the Berlin Conference on Africa.</p> | SE.HS.02 Making historical connections (cause and consequence) | Understand historical concepts such as cause and consequence, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses |
| | 8. Development | Geography | <p>Define development indicators and describe how they show development.</p> | SE.GE.02: Demonstrate understanding of human geography concepts and their | Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human |

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| | | | <p>Compare levels of development between different countries.</p> <p>Identify and explain human and physical causes of the development gap.</p> <p>Make an informed and justified decision relating to aid projects.</p> | interrelationships with places, environments and processes. | activity relies on effective functioning of natural systems |
| | 9. How does war affect the Earth? | Geography | <p>To identify the key groups who have caused conflicts</p> <p>To explain the effects of conflicts</p> <p>To investigate the specific conflicts across the world</p> | SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes | |
| | 10. Investigating a local environment - UK and Brazil. | Geography | <p>Identify the small scale issues that occur locally and around the world</p> <p>Explain the causes and effects of these conflicts</p> <p>Investigate a range of conflicts and their impact on different parts of society.</p> | SE.GE.01 Demonstrate knowledge of locations and places, environments and different scales | Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. |
| | 11. Climate Change | Geography | <p>Explain the enhanced greenhouse gas effect</p> <p>Describe the impacts of climate change on people</p> <p>Investigate how to mitigate the impacts of climate change</p> | SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes | Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time |

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| Attitudes to the Earth | 12. How does fake news affect us? | PSHE English | <p>Identify and differentiate between fact and opinion</p> <p>Use evidence to challenge myths and fake news</p> <p>Evaluate the impact of fake news on different groups of people.</p> | CL.WP.03: Organise and present whole texts effectively, sequencing and structuring ideas, information and events (Organisation) | <p>Pupils should know:</p> <p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> |
| | 13. How and why should we protect the Earth? | RE PSHE | <p>Describe what the law and religions teach about the earth and protest.</p> <p>Explain why people want to protect the earth?</p> <p>Evaluate the impact of different protests</p> | SE.RE.03: Make connections between religious beliefs and practices | |
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