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| The Living World (18 – 20) | | | | | | RAG | |
| **Content** | | | | **Key words / skills** | | **Before** | **After** |
| 1. Ecosystems (2) | | | | Abiotic, biotic, producers, consumers, decomposers, food chains, food web, nutrient cycling, change | |  |  |
| 1. Global distribution (1) | | | | Biomes, TRF, desert, savannah, tundra | |  |  |
| **PPQ 1** | | | | | |  |  |
| 1. TRF - structure & function (2) | | | | Climate, nutrient cycling, decomposition, adaptation, emergent, canopy, biodiversity | |  |  |
| 1. TRF - value (1) | | | | Medicine, flooding, CO2/O2 balance, biodiversity | |  |  |
| 1. TRF - deforestation (1) | | | | Agriculture, logging, mining, subsistence, commercial, energy, shifting cultivation | |  |  |
| 1. TRF - deforestation (1) | | | | Soil erosion, economic development, climate change | |  |  |
| 1. TRF - Sustainability (2/3) | | | | Selective logging, replanting, conservation, ecotourism, agroforestry, international agreements, debt relief | |  |  |
| **PPQ 2** | | | | | |  |  |
| 1. Hot deserts - function (1) | | | | Climate, adaptation | |  |  |
| 1. Hot deserts - Opportunities (1) | | | | Minerals, energy, farming, tourism | |  |  |
| 1. Hot deserts - challenges (1) | | | | Temperature, water supply, access | |  |  |
| 1. Hot deserts - desertification cause (1/2) | | | | Climate change, population growth, removal of fuel wood, overgrazing, over-cultivation, soil erosion. | |  |  |
| 1. Hot deserts - desertification strategies (1/2) | | | | Water and soil management, tree planting, appropriate technology | |  |  |
| **PPQ 3** | | | | | | **Total** | |
| **End of Unit Test** | | | | | | **R:** | **R:** |
| **A:** | **A:** |
| **AfL** | | | | | | **G:** | **G:** |
|  | **Mark** | **Grade** | **Target (completed by student)** | |  | | **How / where met?** |
| **PPQ 1** |  |  |  | |  | |  |
| **PPQ 2** |  |  |  | |  | |  |
| **PPQ 3** |  |  |  | |  | |  |
| **End of unit test** |  |  |  | |  | |  |

**Overall Student comment on the unit**

**Note:** RAG rate your current understanding before studying the topic. At the end of the topic reflect on your learning and self-assess understanding of each aspect again. You will hopefully see an increase in the number of green ratings – demonstrating progress in in your knowledge and understanding. Any ambers or reds are areas you should focus your revision

Red =I have no prior knowledge of this (before) I do not understand this aspect of the topic (after)

Amber = I have some understanding of it but need to develop my understanding of this part of the topic

Green = I have a confident understanding of it and could teach it to another student