

Year 11 Unit 3 Overview – Living World

(Freshwater Pond, Tropical Rainforests and Hot Deserts)

AQA GCSE Geography Paper 1- Living with the Physical Environment



**You will learn about:**

- The physical characteristics of different ecosystems
- How development of the tropical rainforest and hot deserts creates opportunities and challenges
- How ecosystems can be managed sustainably

**You will be able to:**

- Use case studies/examples to explain processes.
- Carry out research.
- Make well justified and balanced geographical decisions
- Use literacy (PEEL and PEAL).

<p><b>Lesson Overview:</b></p> <ol style="list-style-type: none"> <li>1. <b>Small Scale Ecosystem</b>– Freshwater Pond – characteristics, components and change.</li> <li>2. <b>Large scale ecosystem</b>-overview of global biomes</li> </ol> <p><b>HWK – Hot Deserts Booklet</b></p> <ol style="list-style-type: none"> <li>3. Consolidation of Hot Deserts Booklet- Characteristics, plant and animal adaptations, interdependences</li> <li>4. Consolidation of Hot Deserts Booklet- Desertification causes, effects and management, Challenges and Opportunities in Sahara Desert</li> <li>5. Tropical Rainforests – location and characteristics</li> <li>6. Tropical Rainforest processes and adaptations of plants and animals</li> <li>7. Tropical Rainforests - <b>*case study – Malaysia</b>, causes and impacts of deforestation, threats to biodiversity</li> <li>8. Value of the tropical rainforest and sustainable management</li> <li>9. Consolidation and Revision</li> </ol>		<p><b>Key Words:</b></p> <p><b>Biome</b> - a large, global scale ecosystem e.g. hot desert or tropical rainforest</p> <p><b>Clear felling</b> – cutting down of all trees in an area, regardless of age or type of tree</p> <p><b>Deforestation</b> – cutting down of trees</p> <p><b>Desertification</b> – the erosion of soil into desert through soil and wind erosion</p> <p><b>Ecosystem</b> – a unit of living and non-living things e.g. plants and animals e.g. freshwater pond</p> <p><b>Food chain</b> – a single line showing the transfer of energy and the dependence from producer to consumer.</p> <p><b>Food web</b> – a complex that shows how different species within an ecosystem depend on one another (complex for of energy from producer to consumer)</p> <p><b>Fringe</b> – the edge of deserts</p> <p><b>Hot Desert</b> – a biome that receives less than 250mm of rain per year</p> <p><b>Irrigation</b> – the use of water for growing crops</p> <p><b>Selective logging</b> – cutting down of selective trees e.g. those that are older or a certain type</p> <p><b>Slash and burn</b> – the cutting down and burning of trees with the aim of returning nutrients to the soil</p>				
<p><b>Suggested reading:</b></p> <p><b>Fiction-</b></p> <ul style="list-style-type: none"> <li>• The English Patient by Michael Ondaatje (Sahara desert)</li> <li>• The Lost City of Z by David Grann (Tropical Rainforest)</li> <li>• Journey to the River Sea by Eva Ibbotson (Tropical rainforest)</li> </ul> <p><b>Non-fiction-</b></p> <ul style="list-style-type: none"> <li>• Silent Spring by Rachel Carson</li> </ul> <p><i>Non-fiction articles available on showbie</i></p>		<p><b>Cross curricular:</b></p> <ul style="list-style-type: none"> <li>• <b>SMSC:</b> develop a critical understanding of how ecosystems are independent systems and are valued by different stakeholders in different ways</li> <li>• <b>Literacy:</b> using key geographical terms, PEEL to write well balanced explanations and comparisons. Accurate SPAG.</li> <li>• <b>Numeracy:</b> drawing climate graphs, categorising and making decisions based on evidence.</li> </ul>				
Research	Note-making	Group work & discussion	Memorisation	Precision & accuracy	Independence	Reflection