

Unit 2: Challenges in the human environment

Section C: The Challenge of the resource management

Topic 1: Resource management

| Unit content: RAG the following throughout, or at the end of the unit. | R | A | G |
|--|---|---|---|
| Food, water and energy are fundamental to human development. | | | |
| The significance of food, water and energy to economic and social well-being. | | | |
| An overview of global inequalities in the supply and consumption of resources. | | | |
| The changing demand and provision of resources in the UK create opportunities and challenges. | | | |
| An overview of resources in relation to the UK. | | | |
| Food: | | | |
| <ul style="list-style-type: none"> the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce | | | |
| <ul style="list-style-type: none"> larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food | | | |
| <ul style="list-style-type: none"> the trend towards agribusiness. | | | |
| Water: | | | |
| <ul style="list-style-type: none"> the changing demand for water | | | |
| <ul style="list-style-type: none"> water quality and pollution management | | | |
| <ul style="list-style-type: none"> matching supply and demand – areas of deficit and surplus | | | |
| <ul style="list-style-type: none"> the need for transfer to maintain supplies. | | | |
| Energy: | | | |
| <ul style="list-style-type: none"> the changing energy mix – reliance on fossil fuels, growing significance of renewables | | | |
| <ul style="list-style-type: none"> reduced domestic supplies of coal, gas and oil | | | |
| <ul style="list-style-type: none"> economic and environmental issues associated with exploitation of energy sources. | | | |
| Unit skills | R | A | G |
| ICT skills (Word, PowerPoint, Research...) | | | |
| Map skills | | | |
| High quality literacy skills (can you write with sophisticated fluency?) | | | |
| Interpreting data and trends | | | |
| High quality evaluation skills (balanced arguments and your own opinions) | | | |
| Ability to think synoptically (using content from a range of topics and units) | | | |
| Other: | R | A | G |
| Understand the meaning of common command words like describe, explain, analyse | | | |
| P.E.E.L Technique | | | |