

Teacher(s)	MDI - RKG	Subject group and discipline	Geography		
Unit title	Antarctica – the last of the wild places	MYP year	2	Unit duration (hrs)	18

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Time place and space	Networks	Orientation in time and place
Statement of inquiry		
<p>Antarctica's geopolitical role is changing over time may lead to disruption to the ecological networks which define the unique natural processes.</p>		
Examples of Inquiry questions		
<p>Factual— How do ocean currents disseminate warmth from the equator? What are the networks that create Antarctica's environment? What role does Antarctica play in ecological networks?</p> <p>Conceptual— What role do ocean currents have in keeping Antarctica cold and dry? How have food webs adapted to survive such a hostile environment? How does urbanisation of land lead to impacts on the natural environment?</p>		

What opportunities does Antarctica's space provide a globalised world?

Debatable—

Should we inhabit Antarctica at the cost of the intrinsic value of wilderness?

Are the opportunities in Antarctica worth the investment of overcoming the challenges?

Objectives	Summative assessment	
<p>A: Knowledge and Understanding</p> <ul style="list-style-type: none"> i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples <p>D: Critical Thinking</p> <ul style="list-style-type: none"> i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications. 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal: Write a report detailing the difficulties of human habitation of Antarctica that would be genuinely sensitive to the systems and ecology of the area.</p> <p>Role: Campaigner for the protection of the Antarctic wilderness</p> <p>Audience: Antarctic Stakeholders including climate refugees</p> <p>Situation: Antarctica provides a theoretical refuge for those displaced by climate change with resources to create a new society. This opportunity is weighed</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students have to construct an argument which debates for or against the urbanisation of Antarctica</p> <p>This requires knowledge and understanding of the processes that would be effected as well as the difficulties of surviving the harsh environment</p> <p>This will put into context the value that fishing, mining and nuclear power has to debate whether it is useful</p> <p>Students should evaluate the strength of counter arguments to show a balanced understanding and demonstrate their opinion relative to another person's</p>

	<p>against the destruction it would bring to one of the world's last wildernesses</p> <p>Purpose: get students to reflect on the resources needed for society as well as the difficulties that such an extreme landscape pose to development. Contrast these needs against the ecological structures that would be affected by a change in the balance.</p> <p>Objectives: A and D</p>	
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Approaches to learning (ATL)

In order for students to *produce an academic report summary* they will need to *develop their Reflective Skills*.

Explicitly taught and practised skill strategy: Students are being encouraged to write a holistic report on the challenges of societal development in an extreme environment alongside the impacts that this will have on the environment. Inspired by the EIA's studied by Year 13 ESS students, it will be important for students to have a holistic view from which to summarise. This will be done through explicit moments in lessons where they demonstrate the interconnectivity between human development and the fragile ecosystem in which the theoretical society would reside. These are transferable skills which reflect those needed for effective revision in later years.

Reflective Skills:

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies
- Demonstrate flexibility in the selection and use of learning strategies
- Consider content (What did I learn about today? What don't I yet understand? What questions do I have now?)
- Consider ethical, cultural and environmental implications