

Environmental and Land-based Studies (Level 1 Year 2)

Unit 2: Environmental and land-based production, systems and services

Unit 3: Introduction to working in the environment and land-based sector

Unit 6: Sustainability and the importance of sustainable use of the environment

Sample of integrated schemes of work, designed for a holistic approach and aimed at covering three teaching sessions, on a single teaching day, delivered over an average academic teaching year of 35 weeks

This is an example of a possible scheme of work. You can use it as it is, adjust it, or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by referring to the scope on the pages indicated. It is recommended that you refer to the scope and the marking grid for lesson planning, to ensure the scope and marking criteria are covered thoroughly.

Unit 2: Environmental and land-based production, systems and services

Total GLH	30, including 3 hours for assessment. N.B. Details of specific controls needed in relation to assessment are shown in the assessment section of the unit and overall controls information can be located on pages 84–88.
Delivery model	Based on (mainly) teaching a minimum of 1 hour per week over 35 weeks, including assessment.
Aim	<p>The purpose of this unit is to provide learners with the opportunity to investigate how our society interacts with the environment</p> <p>The ways in which humans use plants and animals affects our environment in distinct ways.</p> <p>Throughout history humans have used, manipulated and managed their environment and what is in it, to meet their own needs. Some of these actions have been positive and some negative. We have used our natural resources and our plants and animals have increased and diversified.</p>
Notes	<p>This unit has particular emphasis for the following PLTS:</p> <ul style="list-style-type: none"> Independent enquiries

Unit 3: Introduction to working in the environmental and land-based sector

Total GLH	30, including 4 hours for assessment. N.B. Details of specific controls needed in relation to assessment are shown in the assessment section of unit and overall controls information can be located on pages 84–88.
Delivery model	Based on teaching a minimum of 1 hour per week over 35 weeks, including assessment/assignment.
Aim	<p>Working in the environmental and land-based sector requires skill, commitment and the ability to work as a member of a team. The rewards of a career in this industry are many and varied for those with good qualifications and the personal skills to make the most of the opportunities in this modern, exciting and constantly changing sector. The purpose of this unit is to provide learners with understanding of the jobs, training and qualifications needed for work. It will provide learners with an insight into the range of jobs on offer and how the sector's well-respected qualifications and commitment to lifelong learning enable new entrants to make successful careers in the sector.</p> <p>Because job satisfaction and career development depend on matching the challenge of a job with the skills and experience of individuals wanting to do that job, the unit shows learners how they can review their own strengths and weaknesses to help them to select the right employment for them.</p> <p>This unit also helps learners to see the value of adopting professional attitudes to the principles and practices of safety when using tools and machinery and the importance of behaving responsibly when working individually and with others.</p>
Notes	<p>This unit has particular emphasis for the following PLTS:</p> <ul style="list-style-type: none"> • Reflective learners • Effective participators

Unit 6: Sustainability and the importance of sustainable use of the environment

Total GLH	60, including 8 hours for assessment. N.B. Details of specific controls needed in relation to assessment are shown in the assessment section of unit and overall controls information can be located on pages 84–88.
Delivery model	Based on (mainly) teaching a minimum of 2 hours per week over 35 weeks, including assessment.
Aim	<p>Careful use of the environment today is essential to ensure that future generations have the resources and environment they will need.</p> <p>People and businesses in the Environmental and Land-based sector must recognise this responsibility by taking care to avoid waste and pollution, to use resources carefully and to comply with current and new legislation when they plan and carry out their work. Misuse of the environment will lead to a decline in the quality and range of its resources.</p> <p>The purpose of this unit is to enable learners to assess how human activity and Environmental and Land-based enterprises affect the environment and to ensure that it remains balanced, productive and supports us all.</p> <p>Learners will review the impact of people and businesses on the environment and think about the natural resources which are used to provide products and services. It will also involve consideration of the different types of pollution which occur in the environment locally and globally and their effects on the Environmental and Land-based sector. Economic use of energy will be investigated in addition to legislation, environmental law, preservation and conservation of the landscape. The unit concludes with learners being able to draw from their experiences and therefore being able to make simple judgements about the use of sustainable practices.</p>
Notes	<p>This unit has particular emphasis for the following PLTS:</p> <ul style="list-style-type: none"> • Independent enquiries • Creative thinkers • Effective participators

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 1 – Lesson duration 1–1½ hrs						
1	<p>The tutor to introduce the principles of the unit to the class.</p> <p>State the skills and qualifications required for various jobs, including those listed in the scope.</p> <p>Research a specific job in the environmental and land-based sector, by visiting the library and accessing relevant journals.</p>	Theory & Practical	<p>AC3.1b</p> <p>AC3.2a</p>	<p>Page 39</p> <p>Page 40</p>	<p>RL1</p>	<p>E</p> <p>ICT</p>	Discuss how the units relate to one another
	Session 2 – Lesson duration 1–1¼ hrs						
1	Prepare a CV and covering letter of application	Theory	<p>AC3.1a</p> <p>AC3.2b</p>	Page 39		<p>E</p> <p>ICT</p>	
	Session 3 – Lesson duration 1–1¼ hrs						
1	Learners assess their own personal skills as required for a specific job, by carrying out a role play of an interview for a chosen job.	Theory & Practical	AC3.1b	Page 39			Unit 3
	Session 1 – Lesson duration 1–1½ hrs						

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
2	<p>State the skills and qualifications required for various jobs, including those listed in the scope.</p> <p>Re-cap the safe use of tools and equipment relevant to various jobs discussed. This has previously been covered in-depth. <i>Refer to Year 1 Week 1</i> and on-going practical working log evidence.</p> <p>Re-cap hazards and risks in the workplace and improvements to reduce them, as previously covered in Year 1. <i>Refer to Year 1 Week 1</i> and on-going working log.</p>	Theory	AC2.1a AC3.1a AC3.1c AC3.3a/b	Page 29 Page 40	EP4		Unit 4
Session 2 – Lesson duration 1–1¼ hrs							
2	<p>Visit to meet a greenkeeper, at a golf course.</p> <p>Conduct a group discussion on golf courses as a land-based enterprise, and the positive and negative impacts of that business on the local area.</p>	Practical	AC2.1a AC3.1a	Page 29 Page 39			Unit 6
Session 3 – Lesson duration 1–1¼ hrs							
2	<p>Introduce the class to the history of the land-based sector.</p> <p>Learners could then carry out their own research on the history of the land-based sector.</p>	Theory	AC2.1a	Page 29	IE2 IE4		
Session 1 – Lesson duration 1–1½ hrs							
3	Recap the history of the land-based sector, bringing in any information that the learners discovered when carrying out their personal research.	Theory	AC2.1a	Page 29	TW1 IE4	E M ICT	

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 2 – Lesson duration 1–1¼ hrs						
3	<p>As part of a class discussion, introduce and identify types of environmental and land-based production systems and services.</p> <p>Conduct a group discussion to determine all the goods and services that are needed by society, eg food, clothes, building materials.</p> <p>Learners research other industries and commercial organisations, eg macro, micro, UK and abroad.</p>	Theory & Practical	AC2.1a AC2.1b	Page 29			
	Session 3 – Lesson duration 1–1¼ hrs						
3	<p>Invite a guest speaker to talk to the learners about environmental and land-based services and production systems.</p> <p>Speaker to also describe employment opportunities in the industry detailed.</p>	Theory	AC2.1a AC3.1a/b	Page 29 Page 14			
	Session 1 – Lesson duration 1–1¼ hrs						
4	<p>Group discussion on how the public use the environment for recreation and survival, eg foot paths.</p> <p>Learners could use a flip chart with two headings (Recreation/Survival) or fill in an activity sheet to help them.</p>	Theory & Practical	AC2.1a AC2.1b	Page 29			
	Session 2 – Lesson duration 1–1¼ hrs						
4	Learners begin a plant species identification and work log. This may take the form of a photographic record and	Theory & Practical	AC2.2b AC2.3b	Page 29	IE2 EP4	E ICT	Unit 4

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	<p>witness statements.</p> <p>Re-cap – recording ID methods covered in Year 1 scheme of work.</p> <p><i>See page 29 for suggested wild and cultivated plants to research.</i></p> <p>Complete work log/witness statements (10 minutes allocated for this activity at end of practical session)</p> <p>Include a section in the work log for recording signs of health and illness in plants and a section for identifying hazards and how to overcome/prevent them. For this exercise learners should access HSE Risk assessment sheets on www.hse.gov.uk</p>		AC3.3a/b			M	
	Session 3 – Lesson duration 1–1¼ hrs						
4	<p>Learners begin an animal species identification log. This may take the form of a photographic record and witness statements (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p> <p>Include a section in the work log for recording signs of health and illness in animals and a section for identifying hazards and how to overcome/prevent them. For this exercise learners should access HSE Risk assessment sheets on www.hse.gov.uk</p>	Practical & Theory	AC2.2a AC2.3b AC3.3a/b	Page 29 Page 30	TW1		Year 1 Week 3 session 1 for recording identification methods

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 1 – Lesson duration 1–1¼ hrs						
5	<p>Learners will need to be able to outline how plants and animals are linked in a feeding web and the reasons for them to have established in the chosen area/ecosystem.</p> <p>Spend about an hour on this activity. Ask learners to create a large scale food web by using coloured twine and give each learner a 'role' within the web. Change numbers at each level of the web to see the effect of increasing or decreasing primary consumers, secondary consumers and predators.</p> <p>Learners to access www.ptes.org and collate information about dormice and hedgerows to see the links between species habitats and food webs.</p>	Theory & Practical	AC2.4a	Page 30			Unit 1
	Session 2 – Lesson duration 1–1¼ hrs						
5	<p>Explain the key features of production systems within selected industries listed on page 14. Group to discuss the key factors that have influenced the location of these industries. <i>Refer to page 30 for key factors.</i></p> <p>Learners to also identify related employment opportunities within selected industries.</p>	Theory	AC2.4a/b AC3.1a/b	Page 14 Page 30			
	Session 3 – Lesson duration 1–1¼ hrs						
5	<p>With reference to the last session, learners focus on the geographical surroundings that relate to the location of their selected industries and discuss how it has influenced the growth of production systems within it.</p>	Theory	AC2.4b	Page 30			

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	<i>Refer to features listed on page 30</i>						
Session 1 – Lesson duration 1–1¼ hrs							
6	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Theory & Practical	AC2.2b AC3.3a/b	Page 29 Page 40–41		E ICT M	Unit 4
Session 2 – Lesson duration 1–1¼ hrs							
6	<p>Outline the relationship between the environmental and land-based sector and climate change.</p> <p><i>Refer to assignment completed in Year 1 Week 22</i></p> <p>This assignment focuses on the effects of climate change on the environment. Learners can re-cap by working in groups and using software to create crosswords and word searches.</p>	Practical & Theory	AC6.1c	Page 74	IE2	E ICT	Unit 1 3a/b
Session 3 – Lesson duration 1–1¼ hrs							
6	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29		E ICT M	Unit 4

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 1 – Lesson duration 1–1¼ hrs						
7	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners to record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Practical & Theory	AC2.2b AC3.3a/b	Page 29		E ICT M	Unit 4
	Session 2 – Lesson duration 1–1¼ hrs						
7	<p>For further experience of applying for jobs and observing employment opportunities, learners to complete an application for a job in the environmental and land-based sector.</p> <p>Learners to include CV prepared in Week 1 and access current jobs advertised in journals relevant to the land-based sector.</p>	Practical & Theory	AC3.2a/b	Page 38 Page 14	RL1	ICT E	
	Session 3 – Lesson duration 1–1¼ hrs						
7	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29	IE2	E ICT	Unit 4
	Session 1 – Lesson duration 1–1¼ hrs						

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
8	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Practical & Theory	AC2.2b AC3.3a/b	Page 29	IE2	E ICT	Unit 4
Session 2 – Lesson duration 1–1¼ hrs							
8	<p>Learners should be shown how to carry out and interpret a simple energy audit.</p> <p>Explain the meaning of ‘qualitative’ and ‘quantative’ information.</p> <p>Students use Excel to prepare record sheets for recording data from six sector-related industries (see <i>page 14 of the spec</i>).</p> <p>Learners employ mind mapping to identify sources of energy, eg wind power, green houses, solar panels and non-renewable forms.</p>	Theory & Practical	AC6.4a	Page 75	IE2	E ICT	Unit 5
Session 3 – Lesson duration 1–1¼ hrs							
8	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a	Page 29	IE2	E ICT	Unit 4

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 1 – Lesson duration 1–1¼ hrs						
9	<p>Explain to learners how to collate and present data from the audit, exploring the use of pie charts, bar charts, line graphs and diagrams.</p> <p>Learners to decide how they wish to compile their report, as a PowerPoint presentation or as a written and oral report, in preparation for assessment in Week 30.</p>	Theory	AC6.4b	Page 75		ICT M	
	Session 2 – Lesson duration 1–1¼ hrs						
9	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Theory & Practical	AC2.2b AC3.3a/b	Page 29	IE2	E ICT	Unit 4
	Session 3 – Lesson duration 1–1¼ hrs						
9	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29	IE2	E ICT	Unit 4
	Session 1 – Lesson duration 1–1¼ hrs						
10	Learners to carry out and interpret a simple energy audit of chosen business number 1 and identify the source,	Theory	AC6.4a/b	Page 14			

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	nature and types of pollution that the business is producing. Also identify the resources the business uses and the sources from which they come.			Page 75			
Session 2 – Lesson duration 1–1¼ hrs							
10	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Theory & Practical	AC2.2b AC3.3a/b	Page 29	IE2	E ICT	Unit 4
Session 3 – Lesson duration 1–1¼ hrs							
10	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29	IE2	E ICT	Unit 4
Session 1 – Lesson duration 1–1¼ hrs							
11	Learners to carry out and interpret a simple energy audit of chosen business number 1 and explain the impact of the business's activities and pollution products on the environment and on people.	Theory	AC6.4c	Page 75	CT1		Unit 5
Session 2 – Lesson duration 1–1¼ hrs							

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
11	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Practical & Theory	AC2.2b AC3.3a/b	Page 29	IE2		Unit 4
Session 3 – Lesson duration 1–1¼ hrs							
11	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29	IE2		Unit 4
Session 1 – Lesson duration 1–1¼ hrs							
12	<p>Learners to carry out and interpret a simple energy audit of chosen business number 2 and identify the source, nature and types of pollution that the business is producing. Also identify the resources the business uses and the sources from which they come.</p>	Theory	AC6.4a/b	Page 14 Page 75			
Session 2 – Lesson duration 1–1¼ hrs							
12	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p>	Practical & Theory	AC2.2b AC3.3a/b	Page 29	IE2		Unit 4

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Learners record information in their work log (10 minutes allocated for this activity at end of practical session).						
	Session 3 – Lesson duration 1–1¼ hrs						
12	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29	IE2	ICT E	Unit 4
	Session 1 – Lesson duration 1–1¼ hrs						
13	Learners to carry out and interpret a simple energy audit of chosen business number 2 and explain the impact of the business’s activities and pollution products on the environment and on people.	Theory	AC6.4c	Page 75			Unit 5
	Session 2 – Lesson duration 1–1¼ hrs						
13	Mind mapping exercise to reinforce learning, of how an environmental and land-based business affects its environment. Learners to focus on their local area and identify the impact of business activities within it and pollution products on the environment. The impact assessment must also include the effects of people where the environment is shared.	Theory	AC6.1b AC6.4d	Page 74			Unit 5
	Session 3 – Lesson duration 1–1¼ hrs						
13	Learners to describe the impact of people and	Theory	AC6.1b	Page 74			Unit 5

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	businesses on the environment both nationally and internationally.		AC6.4d				
	Session 1 – Lesson duration 1–1¼ hrs						
14	Learners to carry out and interpret a simple energy audit of chosen business number 3 and identify the source, nature and types of pollution that the business is producing. Also identify the resources the business uses and the sources from which they come.	Theory	AC6.4a/b	Page 14 Page 75			Unit 5 Unit 2
	Session 2 – Lesson duration 1- 1¼ hrs						
14	Outline the range of human activity that affects the environment in relation to food supply and energy sources, by interactive use of a whiteboard and linked relevant websites.	Theory	AC6.1a	Page 74			Unit 2 Unit 5
	Session 3 – Lesson duration 1–1¼ hrs						
14	Outline the range of human activity that affects the environment in relation to recreation.	Theory	AC6.1a	Page 74			Unit 2
	Session 1 – Lesson duration 1–1¼ hrs						
15	Learners to carry out and interpret a simple energy audit of chosen business number 3 and explain the impact of the business’s activities and pollution products on the environment and on people.	Theory	AC6.4c	Page 75			
	Session 2 – Lesson duration 1–1¼ hrs						

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
15	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Practical & Theory	AC2.2b AC3.3a/b	Page 29			Unit 4
Session 3 – Lesson duration 1–1¼ hrs							
15	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29			Unit 4
Session 1 – Lesson duration 1–1¼ hrs							
16	<p>Learners to carry out and interpret a simple energy audit of chosen business number 4 and identify the source, nature and types of pollution that the business is producing. Also identify the resources the business uses and the sources from which they come.</p>	Theory	AC6.4a/b	Page 14 Page 75			
Session 2 – Lesson duration 1–1¼ hrs							
16	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p>	Practical & Theory	AC2.2b AC3.3a/b	Page 29			Unit 4

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Learners record information in their work log (10 minutes allocated for this activity at end of practical session).						
	Session 3 – Lesson duration 1–1¼ hrs						
16	<p>Work safely, caring for animals</p> <p>Complete animal species identification log (10 minutes allocated for this activity at end of practical session).</p> <p>Re-cap – recording ID methods covered in Year 1</p> <p><i>See page 29 for suggested wild and domesticated animals to research</i></p>	Practical & Theory	AC2.2a AC3.3a/b	Page 29			Unit 4
	Session 1 – Lesson duration 1–1¼ hrs						
17	Learners to carry out and interpret a simple energy audit of chosen business number 4 and explain the impact of the business’s activities and pollution products on the environment and on people.	Theory	AC6.4c	Page 75			Unit 5
	Session 2 – Lesson duration 1–1¼ hrs						
17	<p>Work safely, with plants in the environment</p> <p>Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment.</p> <p>Learners record information in their work log (10 minutes allocated for this activity at end of practical session).</p>	Practical & Theory	AC2.2b AC3.3a/b	Page 29			Unit 4
	Session 3 – Lesson duration 1–1¼ hrs						
17	Work safely, caring for animals	Practical	AC2.2a	Page 29			Unit 4

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Complete animal species identification log (10 minutes allocated for this activity at end of practical session). Re-cap – recording ID methods covered in Year 1 <i>See page 29 for suggested wild and domesticated animals to research</i>	& Theory	AC3.3a/b				
Session 1 – Lesson duration 1–1¼ hrs							
18	Learners to carry out and interpret a simple energy audit of chosen business number 5 and identify the source, nature and types of pollution that the business is producing. Also identify the resources the business uses and the sources from which they come.	Theory	AC6.4a/b	Page 14 Page 75			Unit 5
Session 2 – Lesson duration 1–1¼ hrs							
18	Work safely, with plants in the environment Also identify types of plants, both wild and cultivated, that are used in the production of goods and services from the environment. Learners record information in their work log (10 minutes allocated for this activity at end of practical session).	Practical & Theory	AC2.2b AC3.3a/b	Page 29			Unit 4
Session 3 – Lesson duration 1–1¼ hrs							
18	Work safely, caring for animals Complete animal species identification log (10 minutes allocated for this activity at end of practical session). Re-cap – recording ID methods covered in Year 1 <i>See page 29 for suggested wild and domesticated</i>	Theory & Practical	AC2.2a AC3.3a/b	Page 29			Unit 4

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	<i>animals to research</i>						
	Session 1 – Lesson duration 1–1¼ hrs						
19	Learners to carry out and interpret a simple energy audit of chosen business number 5 and explain the impact of the business's activities and pollution products on the environment and on people.	Theory	AC6.4c	Page 75			Unit 5
	Session 2 – Lesson duration 1–1¼ hrs						
19	Explain the ways in which society's access to the countryside is controlled. Explore local approaches such as popular awareness, individual and community action. Create a plan with learners to suggest the ways in which managing this access can reduce society's impact on the environment.	Theory	AC6.3a	Page 74	EP4		Unit 5
	Session 3 – Lesson duration 1–1¼ hrs						
19	Explain the ways in which society's access to the countryside is controlled. Explore national approaches through education. Learners debate as a group, to identify the most effective educational approaches.	Theory & Practical	AC6.3a	Page 74			Unit 5
	Session 1– Lesson duration 1–1¼ hrs						
20	Learners to carry out and interpret a simple energy audit of chosen business number 6 and identify the source, nature and types of pollution that the business is producing. Also identify the resources the business uses and the sources from which they come.	Theory	AC6.4a/b	Page 14 Page 75			Unit 5

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 2 – Lesson duration 1–1¼ hrs						
20	<p>Student-centred research to gather information from the local council on domestic waste disposal in preparation for a group discussion on recycling of home waste and managing waste more effectively.</p> <p>Group discussion to identify employment opportunities relating to care of the environment.</p>	Practical & Theory	<p>AC6.3a</p> <p>AC3.1a/b</p>	Page 74	<p>IE2</p> <p>IE4</p>		Unit 5
	Session 3 – Lesson duration 1–1¼ hrs						
20	Explain to learners the basic science of impact reduction activities and how these achieve results, eg popular awareness, individual and community action as well as national approaches through education, legislation, and financial incentives and penalties.	Theory	AC6.3a	Page 74	IE2		Unit 5
	Session 1 – Lesson duration 1–1¼ hrs						
21	Learners to carry out and interpret a simple energy audit of chosen business number 6 and explain the impact of the business’s activities and pollution products on the environment and on people.	Theory	AC6.4c	Page 75			Unit 5
	Session 2 – Lesson duration 1–1¼ hrs						
21	<p>Explain actions required to reduce the use of non-renewable energy, eg by using hydroelectric power, alternative car fuel (electric, gas and oil seed rape oil), etc. Show learners suitable DVDs and/or TV programmes.</p> <p>Group discussion to identify employment opportunities</p>	Practical & Theory	<p>AC6.3b</p> <p>AC3.1a/b</p>	Page 74			Unit 2

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	relating to care of the environment.						
	Session 3 – Lesson duration 1–1¼ hrs						
21	Group activity to reinforce learning with information from the previous session, collated by mind mapping.	Theory	AC6.3b	Page 76	IE2		
	Session 1 – Lesson duration 1–1¼ hrs						
22	Learners research environmental law and explain the role that legislation plays in all areas, facilitating and restricting access in the following organisations: Environmental Agency, local councils, National Park Rangers, rural police officers and Areas of Outstanding Natural Beauty (AONB) service managers.	Theory	AC6.1a	Page 74	IE2		Unit 2
	Session 2 – Lesson duration 1–1¼ hrs						
22	Visit an area and students identify how the law has been implemented, eg poop scooping, bridle/foot path signs.	Theory	AC6.1a	Page 74	IE2 EP4		Unit 2
	Session 3 – Lesson duration 1–1¼ hrs						
22	Visit <i>continued</i> Identify other land-based businesses that link to the area visited. Learners should also have the opportunity to identify job roles.	Practical & Theory	AC6.1a AC3.1a/b		IE2		Unit 2
	Session 1 – Lesson duration 1–1¼ hrs						
23	Carry out student-centred research in a resource centre, to identify the health of tributaries of rivers, eg electro	Practical	AC6.1a	Page 74	1E4		

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	fishing. Prepare gapped handouts for learners to fill in, working in pairs, for reinforcement of learning activity in week 24.	& Theory					
Session 2 – Lesson duration 1–1¼ hrs							
23	Assessment Preparation of report including display of plant and animal records from 4 hours of practical research.	Theory	AC2	Page 31	IE4 IE6		
Session 3 – Lesson duration 1–1¼ hrs							
23	Assessment <i>continued</i>	Theory	AC2	Page 74			
Session 1 – Lesson duration 1–1¼ hrs							
24	Working in pairs, learners to complete gapped handouts prepared in week 23 focusing on the health of tributaries and rivers.	Theory	AC6.1a	Page 74			Unit 5
Session 2 – Lesson duration 1–1¼ hrs							
24	Visiting speaker from the Environment Agency to explain causes of pollution and display the pollution monitoring equipment that is available.	Theory	AC6.3a/c	Page 74			
Session 3 – Lesson duration 1–1¼ hrs							
24	Group discussion for learners to identify monitoring equipment and its uses. Learners should display findings in the form of a mind map, on an interactive whiteboard.	Practical & Theory	AC6.3a/c	Page 74			

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 1 – Lesson duration 1–1¼ hrs						
25	Visit a local area that is used recreationally by hikers, bikers and horse riders. Learners observe and photograph any erosion created by the public and by wildlife, eg badgers. Learners also have the opportunity to identify relevant job roles.	Practical & Theory	AC6.2a/b	Page 74 Page 14			Unit 2
	Session 2 – Lesson duration 1–1¼ hrs						
25	Visit <i>continued</i> Explore any impact on the environment by local businesses, eg trekking centres, racehorses, quad biking by making notes, during the visit.	Practical & Theory	AC6.2a/b	Page 74			Unit 2
	Session 3 – Lesson duration 1–1¼ hrs						
25	Learners to discuss and review how the activities impact on the environment and discuss strategies for reducing the human activity within the habitat for future generations.	Practical & Theory	AC6.2a/b	Page 74			Unit 2
	Session 1 – Lesson duration 1–1¼ hrs						
26	Guest speaker on the importance of sustainable use of land for aquatic habitats on local and global scales. Discuss jobs relating to the aquatic industry.	Theory	AC6.2a/b AC3.1a/b AC3.2a	Page 74 Page 40 Page 14			Unit 2 Unit 5
	Session 2 – Lesson duration 1–1¼ hrs						
26	Assess an aquatic habitat's benefit to environmental and	Theory	AC6.2a/b	Page 74			Unit 2

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	land-based business and enterprise activity.						
	Session 3 – Lesson duration 1–1¼ hrs						
26	Quiz on aquatic enterprise activities and jobs related to the industry.	Practical	AC6.2a/b AC3.1a/b AC3.2a	Page 74 Page 40 Page 14			Unit 2
	Session 1 – Lesson duration 1–1¼ hrs						
27	Learners research the importance of sustainability on a global scale with regard to the natural world and humans.	Theory	AC6.2a/b	Page 74	EP4		Unit 5
	Session 2 – Lesson duration 1–1¼ hrs						
27	Group discussion/debate on findings from research on global issues and sustainability.	Theory	AC6.2a/b	Page 74			Unit 2
	Session 3 – Lesson duration 1–1¼ hrs						
27	Learners debate the actions required to reduce global pollution, eg renewable forms of energy, especially local sources, and minimising loss of energy (eg insulation and double glazing).	Theory & Practical	AC6.2a/b	Page 74			
	Session 1 – Lesson duration 1–1¼ hrs						
28	Assessment – Introduction to working in the environmental and land-based sector	Theory	AC3		IE4 IE6		

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Preparation of assignment						
	Session 2 – Lesson duration 1–1¼ hrs						
28	Assessment <i>continued</i> Presentation of assignments	Theory	AC3	Page 42	IE4 IE6		
	Session 3 – Lesson duration 1–1¼ hrs						
28	Student-centred research: Explore actions required to reduce pollution and manage waste in the environment and land-based organisations. Learners to focus on current issues affecting the environment by researching articles from the National Press. Research common sources of pollution types as listed on page 75	Practical & Theory	AC6.3c	Page 74			
	Session 1 – Lesson duration 1–1¼ hrs						
29	Student-centred learning <i>continued</i> Research common sources of pollution types	Theory	AC6.3c	Page 75			Unit 2
	Session 2 – Lesson duration 1–1¼ hrs						
29	Student-centred learning: Learners produce a quiz activity, matching pictures of environmental damage to source of pollution and identifying practical alternative methods to reduce the use of non-renewable energy. Learners should also discuss employment opportunity in	Theory & Practical	AC6.3c AC3.1 AC3.2	Page 75 Page 40 Page 14			

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	their local Environmental Health department, relating to the environmental and land-based sector, and link these with the quiz activity.						
Session 3 – Lesson duration 1–1¼ hrs							
29	Quiz from session 2 – matching pictures to source of pollution and including methods of reducing use of non-renewable energy.	Theory & Practical	AC6.3c	Page 75			Unit 2
Session 1 – Lesson duration 1–1¼ hrs							
30	<p>Assessment (2 hours)</p> <p>Learners should prepare a report (PowerPoint, written or oral) referring to data from the energy audit. They should gather and interpret the data, previously collected from six different sources, to produce reliable and relevant deductions including recommendations for the businesses to action and to manage energy resources, pollution and waste. Recommendations must be supported by justification of why sustainable actions matter to society and to the businesses.</p>	Theory	AC6	Page 76			Unit 5
Session 2 – Lesson duration 1–1¼ hrs							
30	Assessment <i>continued</i>	Theory	AC6	Page 76			Unit 5
Session 3 – Lesson duration 1–1¼ hrs							
30	Learners present their reports as individual oral presentations and invite feedback from other learners.	Practical	AC6	Page 76	TW6 RL6		

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	Session 1 – Lesson duration 1–1¼ hrs						
31	<p>Visit to a professional organisation linked to producing goods for the production of types of cloth and wool clothing/products.</p> <p>Assess the benefit to the environmental and land-based business, by this enterprise activity. Also identify employment opportunity, skills required and any hazards regarding safety in the work place.</p> <p>Ask for samples of products for learner activity in theory session 3.</p>	Theory	AC2.2a/b AC3.1a/b AC3.2a AC3.3a	Page 29	TW3		Unit 5
	Session 2 – Lesson duration 1–1¼ hrs						
31	Visit <i>continued</i>	Theory	AC2.2a/b AC3.1a/b AC3.2a AC3.3a	Page 29			Unit 2
	Session 3 – Lesson duration 1–1¼ hrs						
31	Summarise the visit in the theory lesson, by viewing and discussing materials collected on the visit.	Theory	AC2.2a/b AC3.1a/b AC3.2a AC3.3a	Page 29	TW3		
	Session 1 – Lesson duration 1–1¼ hrs						
32	Visit to a timber merchant. Learners make notes and	Theory	AC2.1a	Page 29	TW3		

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	take photographs/video for theory session discussion. Learners to identify employment related to this topic. Refer to page 14 for industrial links.	& Practical	AC2.2b AC3.1a/b AC3.2a AC3.3a				
	Session 2 – Lesson duration 1–1¼ hrs						
32	Visit <i>continued</i>	Theory	AC2.2a/b	Page 29	TW3		Unit 5
	Session 3 – Lesson duration 1–1¼ hrs						
32	Learners to compile questions based on the visit to the timber yard and use them for a group quiz.	Theory & Practical	AC2.2a/b	Page 29	TW1 TW3 TW5		Unit 5
	Session 1 – Lesson duration 1–1¼ hrs						
33	Student-centred research on animals used for labour, eg donkeys, alpacas, heavy horses. Learners to identify employment related to this topic. Refer to page 14 for industrial links. In groups, learners prepare crosswords for activity in session 3.	Theory & Practical	AC2.2a/b AC3.1a/b AC3.2a AC3.3a	Page 29	IE2 TW1		
	Session 2 – Lesson duration 1–1¼ hrs						
33	Learners are to further investigate the relationship between animals and land management, eg natural fertilization and functions of an eco-digester. In groups, learners prepare crosswords for activity in	Theory & Practical	AC2.2a/b AC3.1a/b AC3.2a	Page 29	IE2 TW1		

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
	session 3.		AC3.3a				
	Session 3 – Lesson duration 1–1¼ hrs						
33	In groups, learners complete crosswords prepared in sessions 1 and 2.	Theory & Practical	AC2.2a/b AC3.1a/b AC3.2a AC3.3a	Page 29	TW1 TW3 TW5		
	Session 1 – Lesson duration 1–1¼ hrs						
34	Introduce to the class the topic of pharmaceuticals and medicines. Provide examples of plants for learners to examine that are used as natural remedies, eg calendula, comfrey, dock leaf, violet and parsley.	Theory	AC2.3a	Page 29			
	Session 2 – Lesson duration 1–1¼ hrs						
34	Class discussion/debate on the history of modern use of eastern and western medicine and cultural diversity. Learners to identify employment related to this topic. Refer to page 14 for industrial links. Also identify any risks associated with the use of herbal remedies.	Theory	AC2.3a AC3.1a/b AC3.2a AC3.3a	Page 29 Page 14	CT1 CT3		
	Session 3 – Lesson duration 1–1¼ hrs						
34	Quiz – based on plants used for human and animal remedies	Theory & Practical	AC2.3a	Page 29	TW5		
	Session 1 – Lesson duration 1–1¼ hrs						

Week of delivery	Activities, assignments, assessments & exams	Method of delivery	LO and AC	Refer to Specification for scope	PLTS	FS	Cross-reference of generic level descriptors
35	Visit to an establishment built with sustainability as the focus, ie heating extracted from the earth, solar panels and wind farms.	Practical	AC6	Page 72	CT3 IE5		Unit 5
Session 2 – Lesson duration 1–1¼ hrs							
35	Visit <i>continued</i>	Practical	AC6	Page 72	CT3 IE5		Unit 5
Session 3 – Lesson duration 1–1¼ hrs							
35	Group discussion and activity on research from visit. Learners use a spider chart on interactive whiteboard to record their findings, relating to sustainable energy identified. Learners to debate the most effective sustainable resource.	Practical & Theory	AC6	Page 72	CT3 IE5		Unit 5