	Year 9				
	Weeks 1-10	**Weeks 11-20**	**Weeks 21-26**	**Weeks 27-33**	**Weeks 34-40**
Knowledge	Topic: Coastal Areas of the World What lies beneath the sea? What are coastal processes and landforms? How is sea-level rise affecting us? How do we manage coastal areas?	Topic: Ecosystems How do ecosystems work? How do humans affect ecosystems? How to use fieldwork techniques to investigate how urban change affect the environment. What are the conditions needed to create climate and vegetation zones?	Topic: Global Development How do geographers measure development? How can we use graphs and geographical models to help present and analyse data? What are the main issues surrounding Zambia's development?	Topic: Glacial Environments What are the characteristics of polar, tundra, alpine and glacial environments? How does climate affect adaptations? How do glacial processes create glacial landforms? How can we generate income from glacial and post glacial environments? What are the pressures affecting glacial landscapes?	Topic: Life in the UK What are standards of living like in the UK? How has the UK's economy developed and changed? What are the reasons for uneven development? And the social impacts of this? How can we reduce economic and social inequality?
Skills/ application of knowledge	Identify and explain the characteristics of coastal processes and landforms. Evaluate the threat of sea-level rise to those in vulnerable areas. Assess the negative impact of oil spills. Decision-making- suggest effective coastal management strategies.	Identify the link between *cause and effect* in ecosystems. Apply an urban model to Preston. Identify and explain the wider impacts of urban change on the environment. Use data presentation, analysis and interpretation to draw conclusions about the impacts of urban change. Match climate graphs to images of vegetation zones. Apply the Global Circulation Model to explain the distribution of vegetation and climate zones. Identify and explain the causal links between human activity and the increases in desertification and deforestation.	Evaluate the way academics measure development levels. Making inferences from development indicators. Using scatter graphs to identify correlations between sets of development data. Identify reasons for uneven development. Apply Rostow's model to Zambia's development. (A level link) Assess Zambia's progress against the MDGs/SDGs Evaluate the role of TNCs in Zambia. ERIC task- investigate accusations of pollution against TNCs.	Apply knowledge of the Global Atmospheric Circulation Model to explain vegetation and climate. Make links between climate and adaptations. Investigate the fourteen *'8 thousanders'* including K2 and Everest, (Mallory and Irvine, Hilary and Norgay) Apply knowledge of processes to suggest how glacial landforms are formed. Identify the economic opportunities and challenges in glacial and post glacial environments. Assess the extent to which fragile glacial environments are under pressures, including climate change and resource exploitation.	Interpret thematic maps to make links between sets of data eg relief, and population density. Assess the impact of historic events on modern Britain and N Ireland. Explain the impact of globalisation and de-industrialisation on the UK economically, socially and environmentally. Use data to prove to what extent inequality exists. Decision-making- Reducing inequality in society. To what extent are strategies successful?
Links to prior learning	Yr 7 River processes. Yr 8 weathering processes	Yr 7 Food chains and food webs Yr 7 Causes of deforestation Yr 8 The causes of desertification	Yr 7/8 Development indicators India, China, Middle East, Russia. Sustainable development. India, China. Employment structures- India, China, Saudi Arabia, Russia	Yr 7 Tropical forests, Yr 8 Plant and animal adaptations. Yr 8 Tropical forests. Yr 8 Hot deserts in The Middle East. Global atmospheric circulation model. Solar insolation levels	Yr 7 /8 How historic development affects us today- Yr 7 India, Yr 8 China, Middle East, Russia, yr 9 Zambia
assessment	Retrieval. Prove It tasks. Assessed pieces	Retrieval. Prove It tasks. Assessed pieces	Retrieval. Prove It tasks. Assessed pieces	Retrieval. Prove It tasks. Assessed pieces	Retrieval. Prove It tasks. Assessed pieces