

Geography



The areas of development are:	Solutions
<u>Geography</u>	
<ul style="list-style-type: none"> • Topic 1.1, Extreme Weather - Global atmospheric circulation and extreme weather and climate in contrasting countries 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - How can Weather be Hazardous? - Global Atmospheric Circulation; How can Weather be Hazardous? - Extreme Weather • SENECA - 1.1.1, 1.1.2, 1.1.3, 1.1.4 • CGP Revision Guide - Page 02, 03, 04
<ul style="list-style-type: none"> • Topic 1.1, Extreme Weather - The distribution and frequency of tropical storms and droughts 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - How can Weather be Hazardous? - What are Tropical Storms?; How can Weather be Hazardous? - Formation and Characteristics of Tropical Storms; How can Weather be Hazardous? - Causes of Drought • SENECA - 1.1.5, 1.1.6 • CGP Revision Guide - Page 05, Page 07
<ul style="list-style-type: none"> • Topic 1.1, Extreme Weather - The causes and consequences of El Nino and La Nina 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • CGP Revision Guide - Page 06
<ul style="list-style-type: none"> • Topic 1.1, Extreme Weather - CASE STUDIES - The location, causes, consequences and responses to the 2006 Australian drought and the 2004 flash flood in Boscastle 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - How can Weather be Hazardous? - The Big Dry • SENECA - 1.2.1, 1.2.4 • CGP Revision Guide - Page 08, 11
<ul style="list-style-type: none"> • Topic 1.2, Tectonic Hazards - Earth structure, convection currents 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - How Do Plate Tectonics Shape Our World? - Plate Tectonic Theory

	<ul style="list-style-type: none"> • SENECA - 1.3.1, 1.3.2, • CGP Revision Guide - Page 12
<ul style="list-style-type: none"> • Topic 1.2, Tectonic Hazards - Constructive, destructive, conservative and collision plate boundaries as well as hot spots 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - How Do Plate Tectonics Shape Our World? - Plate Margins; How Do Plate Tectonics Shape Our World?- Constructive and Conservative Plate Boundaries; How Do Plate Tectonics Shape Our World?- Destructive Plate Margins • SENECA - 1.3.1, 1.3.2 • CGP Revision Guide - Page 13
<ul style="list-style-type: none"> • Topic 1.2, Tectonic Hazards - Characteristics of shallow and deep earthquakes, composite and shield volcanoes 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - How Do Plate Tectonics Shape Our World? - Volcanoes; How Do Plate Tectonics Shape Our World? - Earthquakes • SENECA - 1.3.5, 1.3.6 • CGP Revision Guide - Page 14, 15
<ul style="list-style-type: none"> • Topic 1.2, Tectonic Hazards - CASE STUDY - Causes, consequence and responses to the 2015 earthquake of Nepal 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - Nepal Earthquake, 2015: Case Study - Nepal Earthquake, 2015: Effects; Nepal Earthquake, 2015: Case Study - Nepal Earthquake, 2015: Responses • SENECA - 1.1.2, 1.1.4 • CGP Revision Guide - Page 02
<ul style="list-style-type: none"> • Topic 1.2, Tectonic Hazards - technology used to prepare for and reduce the impact of tectonic events 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Global Hazards' folder • GCSEPod - How Do Plate Tectonics Shape Our World?- Reducing the effects of volcanoes, How Do Plate Tectonics Shape Our World? - Reducing the effects of earthquakes • SENECA - 1.3.6 • CGP Revision Guide - Page 17
<ul style="list-style-type: none"> • Topic 2, Changing Climates - Changes in global climate and evidence for past climate change 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Changing Climates' folder • GCSEPod - What Evidence is there to Suggest Climate Change is a Natural Process? - Evidence for Climate Change • SENECA - 2.1.1 • CGP Revision Guide - Page 19

<ul style="list-style-type: none"> • Topic 2, Changing Climates - Natural and man-made causes of climate change 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Changing Climates' folder • GCSEPod - What Evidence is there to Suggest Climate Change is a Natural Process? - Causes of Natural Climate Change; What Evidence is there to Suggest Climate Change is a Natural Process? - Causes of Human Climate Change • SENECA - 2.1.2 • CGP Revision Guide - Page 20, 21
<ul style="list-style-type: none"> • Topic 2, Changing Climates - Impacts of climate change both locally (UK) and globally (World) 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Changing Climates' folder • GCSEPod - What Evidence is there to Suggest Climate Change is a Natural Process? - Effects of Climate Change • SENECA - 2.1.3, 2.1.4 • CGP Revision Guide - Page 22, 23
<ul style="list-style-type: none"> • Topic 3.1, Distinctive Landscapes - Built and natural landscapes. Upland, lowland and glaciated landscapes of the UK including the geology, climate and human activity of these landscapes 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Distinctive Landscapes' folder • GCSEPod - What Influences the Landscapes of the UK? - Weathering and Mass Movement; What Influences the Landscapes of the UK? - Marine Processes • SENECA - 3.1.1, 3.2.1, 3.2.2 • CGP Revision Guide - Page 25, 26, 27
<ul style="list-style-type: none"> • Topic 3.2, Costal Landscapes - Formation of costal landforms e.g. headlands, bays, cave, arch, stack, stump, beach and spit 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Distinctive Landscapes' folder • GCSEPod - What Influences the Landscapes of the UK?- Headlands and Bays; What Influences the Landscapes of the UK? - Cave, Arch, Stack and Stump Formation; What Influences the Landscapes of the UK? - Beach Formation; What Influences the Landscapes of the UK? - Spits • SENECA - 3.3.1, 3.3.2 • CGP Revision Guide - Page 28, 29

<ul style="list-style-type: none"> • Topic 3.2, Costal Landscapes - CASE STUDY - The location, landforms, geology, climate, human activity and management of the Holderness Coastline 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Distinctive Landscapes' folder
<ul style="list-style-type: none"> • Topic 3.3 River Landscapes - Including the formation of river landforms e.g. waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake together with a case study on the River Eden 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Distinctive Landscapes' folder • GCSEPod - What Influences the Landscapes of the UK? - Fluvial Processes; What Influences the Landscapes of the UK? - Fluvial Processes: Weathering and Mass Movement; What Influences the Landscapes of the UK? - Landforms of the Upper Course; What Influences the Landscapes of the UK? - Meanders and Oxbow Lakes; What Influences the Landscapes of the UK? - Floodplains and Levees • SENECA - 3.4.1, 3.4.2 • CGP Revision Guide - Page 33, 34, 35
<ul style="list-style-type: none"> • Identifying geographical features, processes and key events with confidence 	<ul style="list-style-type: none"> • MS TEAMS - go to the relevant lesson in the 'Distinctive Landscapes' folder • SENECA - 3.4.4, 3.4.5 • CGP Revision Guide - Page 36, 37, 38
<ul style="list-style-type: none"> • Describing geographical features, processes and key events with confidence 	<ul style="list-style-type: none"> • Focus on describing geographical features, processes and key events by using facts and figures
<ul style="list-style-type: none"> • Explaining geographical features, processes and key events with confidence 	<ul style="list-style-type: none"> • Offer explanations for geographical features, processes and key events by saying 'why'
<ul style="list-style-type: none"> • Giving developed explanations for geographical features, processes and key events with confidence 	<ul style="list-style-type: none"> • Give developed explanations for geographical features, processes and key events by saying 'why' and what this leads to
<ul style="list-style-type: none"> • Giving well-developed explanations for geographical features, processes and key events with confidence 	<ul style="list-style-type: none"> • Develop well-developed explanations for geographical features, processes and key events by saying 'why', what this leads to and the impact that this has
<ul style="list-style-type: none"> • Consistently completing home learning exercises, which supports their learning in class and extends their understanding of key themes and issues 	<ul style="list-style-type: none"> • Improved completion of home learning exercises, which will support learning in class and extend understanding of key themes and issues
<ul style="list-style-type: none"> • Consistent and confident performance in exam practice both in lessons and in end of topic tests 	<ul style="list-style-type: none"> • Improved quality and quantity of revision to improve performance in exam practice both in lessons and in end of topic tests

- Working independently on classwork, home learning and revision with clear focus and drive

- Clear focus and drive when working independently on classwork, home learning and revision

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