

	Subject	Geography	Year Group	Year 9		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Scheme title</b>	[9.1] China, India and the Future of Asia	[9.2] Climate Change	[9.3] Technology	[9.3] Shaping our Nation: Rivers, Coasts and Glaciers		
<b>Enquiry Question</b>	How is the continent of Asia being transformed?	What is climate change and how does it affect humans?	How does technology help solve world wide problems?	How has geography shaped the physical landscape of the United Kingdom?		
<b>Purpose of scheme</b>	This topic extends pupil knowledge about the continent of Asia. Through a depth study, pupils are introduced to the concept of a global superpower, making links to development and resources. Pupils will examine the changing nature of both China and India to consider whether these two countries might be considered geographical superpowers today. Further links will be made to prior learning about tourism and population and migration. Pupils will consider social, economic and environmental factors before making a decision as part of an issue evaluation exercise.	This topic introduces the causes of climate change and understands the evidence that links human actions and natural events with the changing climate. Students will examine the impacts of the changing climate on the human and natural worlds and determine the detrimental effects that this has on the world. Students will look at a range of areas around the world to see how the changing climate can affect them in many ways, and what the future might hold for these most fragile places. Links will be made to the actions that we can take now and in the future, on a local, national and international scale, in stopping the changing climate.	This topic shows how technology can cause but also solve world wide problems. It is based around small scale and large scale issues that countries around the world face and how technology can be used to help people and the environment. It demonstrates the problems of technology and the e-waste that it creates, but also the developments in new ideas. Looking at the differences in wealth in countries and how technology can be used appropriately in poorer nations.	This topic extends pupil knowledge of the physical landscape of the United Kingdom, building upon knowledge gained about the UK and its biomes. Pupils will consider how the four nations have been shaped by river, coasts and glaciers. Key processes will be considered alongside the management of these landscapes. Pupils will consider the responses to flooding and the primary and secondary effects this can have upon a community.		
<b>Knowledge in sequence</b>	<ul style="list-style-type: none"> <li>Introduction to China</li> <li>Made in China</li> <li>Domestic Migration in China</li> <li>Population Management</li> <li>Reinventing China</li> <li>Introduction to India</li> <li>Rural Life in India</li> <li>Megacity Mumbai</li> <li>Tourism in India</li> <li>Comparing China and India</li> </ul>	<ul style="list-style-type: none"> <li>Defining climate change</li> <li>Natural causes of climate change</li> <li>Human causes of climate change</li> <li>Effects of climate change</li> <li>Effects on places</li> <li>Stopping climate change</li> </ul>	<ul style="list-style-type: none"> <li>Defining technology</li> <li>GIS Google Earth</li> <li>Technology Leapfrogging</li> <li>Technology and the Development Gap</li> <li>Consequences of technology</li> <li>Internet and isolated communities</li> </ul>	<ul style="list-style-type: none"> <li>The UK's Relief and Landscapes</li> <li>Fluvial, Coastal and Glacial processes</li> <li>Erosion, Transportation and Deposition</li> <li>Comparing Different Types of Landforms</li> <li>Managing Flooding</li> <li>Opportunities of River, Coast, Glacial Landscapes</li> <li>Challenges of River, Coast, Glacial Landscapes</li> <li>Managing Tourism</li> </ul>		
<b>Skills</b>	Analysis, Application; Comparisons; Critical thinking; Decision making; Empathy; Evaluation; Distributions; Graph skills (Population pyramids); Identification; Interpretation; Judgement; Map skills; Patterns; Using sources.	Analysis; Annotation; Application; Comparison; Critical thinking; Distributions; Comprehension; Evaluation; GIS; Judgement; Latitude and longitude; Map skills (Physical map, political map); Patterns; Suggestion; Using sources.	Analysis; Critical thinking; Distribution of information; Implications for actions; Evaluating sources; Maps; GIS; Google Earth; Identifying patterns over time; Analysing data; Interpreting data.	Analysis; Annotation; Application; Cartographic skills; Comprehension; Decision making; Evaluation; Fieldwork; GIS; Grid references; Judgement; Map skills; Mathematical skills; Measuring; Sketching; Using sources.		
<b>Key words</b>	Asia; Belt and road initiative; Capitalism; China; Communism; Globalisation; India; Migration; Mumbai; Rural; Urban; Superpower.	Adaptations; Challenges; Civil war; Deforestation; Desalination; Gas; Fossil Fuels; Oil; Political map; Physical map; Water stress; Asia.	Isolation; Immediate response; Long term response; Appropriate technology; E-Waste; Climate Change; Innovation.	Abrasion; Attrition; Deposition; Erosion; Hydraulic action; Hard engineering; Precipitation; Saltation; Suspension; Soft engineering; Weathering.		
<b>End point</b>	By the end of this topic pupils will have a greater understanding of the continent of Asia and shifting powers amongst nations. They will be able to describe the rapid development of these nations and will consider the greater superpower in the next 20 years. They will be able to consider knowledge gained about China and India to justify their choice.	By the end of this topic pupils will understand the causes of climate change and the actions that humans make that causes climate change. They will understand the effects of climate change, and that they are different in countries around the world. They will examine what actions humans can make to prevent climate change on a range of scales.	By the end of this topic, students should be able to examine different types of technology and evaluate their effectiveness of solving world wide problems. Building on skills like analysing data sources to understand how effective technology can be.	By the end of this topic pupils will be able to describe the physical landscape of the UK. They will explain how the physical landscape of the UK has been shaped by fluvial, coastal and glacial processes and the role of erosion and deposition in shaping our nation. Pupils will be able to describe how these regions are managed and protected from flooding and overtourism.		
<b>Assessment Methods</b>	<p><b>Recall Checking:</b></p> <ul style="list-style-type: none"> <li>Using key skills to respond to a series of questions.</li> </ul> <p><b>Skill Based Questions:</b></p> <ul style="list-style-type: none"> <li>A range of questions based around skills and knowledge learnt in this topic.</li> </ul>	<p><b>Extended Writing:</b></p> <ul style="list-style-type: none"> <li>Using depth of knowledge to demonstrate learning and understanding of the topic in an extended writing piece.</li> </ul>	<p><b>Recall checking:</b></p> <ul style="list-style-type: none"> <li>A range of questions to check knowledge and understanding of the issues covered.</li> </ul>	<p><b>Skills based questions:</b></p> <ul style="list-style-type: none"> <li>A range of skill based questions ranging from short answers to more detailed answers.</li> </ul> <p><b>Extended Piece of Writing:</b></p> <ul style="list-style-type: none"> <li>An extended piece of writing to show depth of knowledge of the topic covered.</li> </ul>		