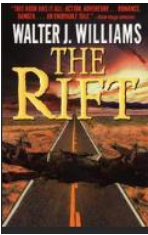
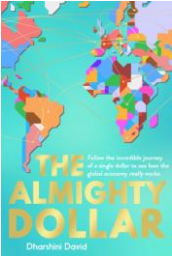
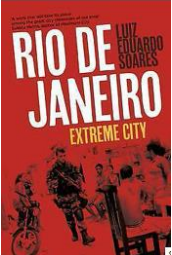


Geography Year 9 – Curriculum Intent:

This unit feeds on from years seven and eight, building on ideas of globalisation, sustainability and development. Students revisit the rainforests, India and China. The look at more landscapes that have been created by tectonic and physical processes.

This unit feeds forward to the GCSE course, covering key ideas about Living with the Physical Environment, The Challenges of the Human Environment and Geographical Applications.

	<u>Unit Intent</u> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<u>Content Coverage</u>	<u>Method/s of Assessment</u> (At least one method of assessment to be listed per term)	<u>Reading Lists</u>
<u>Terms 1 & 2:</u> <u>Tectonics – the Challenge of Natural Hazards</u>	The unit develops students understanding of how tectonic activity creates earthquakes, volcanoes and tsunamis. Students examine the social, economic and environmental effects of hazards. Feeds forward to: Year 9 unit Human Landscape (Hazard proofing in cities) Year 9 unit South America (Hazards on the Nazca plate margin) GCSE Paper 1 Section A – The Challenge of Natural Hazards	<ul style="list-style-type: none"> • Distribution of plate margins • Causes of Earthquakes and Volcanoes • Case study of Earthquakes: Nepal 2015 and New Zealand 201 • Case study of Volcanoes: Mt Agung, Bali Indonesia and Mt Kilauea, Hawaii 2018 • Japan Tsunami 2011 	<p>Lesson 1 - Marked Work – Explain why it is important to study past earthquakes and volcanic eruptions and understand where and why they occur. (Q4, page 203, Hodder)</p> <p>Lesson 3 - Marked Work: Write a paragraph to describe the distribution of Earthquakes shown in Map A (from page 207 Hodder)</p> <p>Lesson 5 - Marked work – Write a paragraph to explain the latest theory about the cause of plate movement. (Page 211 Hodder.)</p>	<p>Pompeii – Robert Harris The Rift - Walter Jon Williams Richter 10 - Arthur C. Clarke, Mike McQuay</p> 

<p><u>Terms 3 & 4:</u> <u>Changing Populations</u></p>	<p>Students develop an understanding of the growth of urbanisation across the globe. They look at the challenges faced by megacities both rich and poor. Feeds forward to: Year 9 South America (Mega Cities – Mexico city) GCSE Paper 2 Sections A and B Urban Issues and Challenges / Challenges of the Economic World</p>	<ul style="list-style-type: none"> • Rural to Urban migration • Mega Cities • London – Challenges and opportunities • Lagos – Challenges and opportunities • Fieldwork - Urbanisation 	<p>Lesson 2 - Pupils write a paragraph to explain the distribution of world population – Marked work.</p> <p>Lesson 4 - Describe the population structure of the UK. This work is then peer assessed using SpACE.</p> <p>Lesson 6 - Answer the lesson title enquiry question. Explain why people migrate.</p> <p>Lesson 10 - Unit Assessment Marked Work</p>	<p>Greenback: The Almighty Dollar and the Invention of America - Jason Goodwin NW – Zadie Smith</p> 
<p><u>Terms 5 & 6: South America – bringing it all together</u></p>	<p>Students develop their understanding of all previous units using examples found in the continent of South America. Feeds forward to: GCSE Paper 1 – Section A – The Challenge of Natural Hazards GCSE Paper 1 – Section B – The Living World GCSE Paper 2 – Section A - Issues and Challenges in the Urban World GCSE Paper 2 – Section B – The Changing Economic World</p>	<ul style="list-style-type: none"> • Geography of South America • The Amazon River • Economic Challenges • The Amazon Rainforest • Issues with Resources • Earthquakes and Volcanoes • Links with Africa • Urbanisation 	<p>Lesson 5 - Marked Work – To What extent is deforestation a global issue?</p> <p>Lesson 10 - Marked work - Students then evaluate the importance of 2 countries and their influence on the rest of the world.</p> <p>Lesson 14 - Slums only bring despair through numerous social and economic challenges’.</p>	<p>The Explorer - Katherine Rundell <i>Futebol Nation</i> - David Goldblatt <i>Rio de Janeiro</i> by Luiz Eduardo Soares</p> 

	GCSE Paper 2 – Section C – The Challenge of Resource Management		Do you agree with this statement?	
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