



Geography Year 9 – South America – bringing it all together

This unit asks students to think about the many ways that they are connected to people and places in other countries. We look at where our clothes and belongings come from. We examine how technology has enabled countries to work closer together. Students then begin to examine some of the ethical issues surrounding globalisation and ask questions about how their own actions can influence people in other countries. This unit builds on aspects studied through all the other units at KS3. Studies re-visit the continent of South America and look at its rivers, coastal areas, mountains and ecosystems. It looks at megacities and the challenges and opportunities posed by rapid urbanisation. Students will also re-examine the sustainability of exploiting this regions natural resources. It feeds forward to further study at GCSE, covering aspects of all 3 GCSE papers, physical, human geography and issue evaluation.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Activities/Assessment (to including the metacognitive/learning verb</u> <u>Marked Work</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Homework/Literacy Map</u>
Lesson 1: KG – Describe the location of South America	Where is South America – identify the countries Overview of Physical and Human landscape Follows on from year 7 study on Fantastic places. Feeds forward to future lessons examine the features / issues in South America	Students use a variety of maps to describe the location of South America, outlining its key physical, human and environmental features. Students examine these to evaluate how these factors will have helped and hindered the development of the 13 South American nations.	Physical Environmental Human	Homework: To be set on a weekly basis. From the vocabulary identified for retrieval in the next lesson. Homework set on the last lesson of the week, using vocab from that lesson in preparation for retrieval in the first lesson of the next week.
Lesson 2: KG – Explain how the	Rivers – The Amazon Basin	Students use maps to identify the main Rivers in South America and then focus on the Amazon Basin.	Drainage Basin Landforms	Daily Retrieval: Physical

Amazon basin aids Brazils development	<p>Follows on from year 7 study on Shaping the Land. Students re-examine drainage basins.</p> <p>Feeds forward to future lessons at GCSE</p>	Students draw out the long profile of the Amazon and identify the main landforms. Students also evaluate the importance of the Amazon to the local peoples as it provides water for irrigation, energy and food.	Long Profile	Environmental Human
Lesson 3: KG – Explain the phenomenon of El Nino	<p>Coasts – Students identify coastal tourist locations around the pacific and Atlantic coast. Then El Nino’s effect on Peru.</p> <p>This lesson follows on from yr 7 lessons on Shaping the Land. Students re-examine coastal areas.</p> <p>It feeds forward to GCSE</p>	Students look at the coastal areas of South America and examine the phenomenon of El Nino. Students identify tourist areas along the coast of South America. Then they look at the story of the fishermen of Peru and how they predicted El Nino. Students then learn about the El Nino effect and how it influence weather patterns in South America and Australia.	El Nino	Daily Retrieval: Drainage Basin Landforms Long Profile
Lesson 4: KG – Explain how a tectonic hazard becomes a tourist attraction	<p>Mountains – Formation of fold mountains and the Inca Trail.</p> <p>This lesson follows on from the first unit in year 9 – Tectonics.</p> <p>It feeds forward to GCSE studies of the Challenge of Natural Hazards.</p>	Students complete a diagram about how fold mountains are formed and look at the plate boundaries that led to the formation of the Andes Mountain range. Students identify the countries that the Andes mountain range goes through. Students then study the tourist attraction of Machu Picchu and how it affects the people and environment of Peru.	Inca trail Machu Picchu Fold Mountain	Daily Retrieval: El Nino
Lesson 5: KG – To what extent is deforestation in the Amazon a global issue?	<p>Climate – Biomes / TRF</p> <p>This lesson follows on from year 8 Weather and climate.</p> <p>It feeds forward to GCSE studies on the Living World.</p>	Students identify the location of tropical rainforests globally. They then explain why the rainforest has such bio-diversity. Students then re-examine the issues surrounding deforestation and the link to climate change. Students then explain to what extent deforestation is a global issue and responsibility. Marked Work – To What extent is deforestation a global issue?	Biodiversity Deforestation Carbon Sink	Daily Retrieval: Inca trail Machu Picchu Fold Mountain

<p>Lesson 6 – KG Explain why mega cities are growing in South America</p>	<p>Mega-Cities Of South America</p> <p>This lesson follows on from studies in Year 7 – Globalisation and Year 9 Changing populations.</p> <p>It feeds forward to GCSE Issues with Urban Development.</p>	<p>Recap of what constitutes a megacity. Students plot them on a map of South America. Students then concentrate on the capital of Colombia and examine the challenges and opportunities to be found in Bogota.</p>	<p>Megacity Challenge Opportunity</p>	<p>Daily Retrieval: Biodiversity Deforestation Carbon Sink</p>
<p>Lesson 7: KG – Explain the challenges of living in slum housing.</p>	<p>Slums – Favelas in Rio and Sao Paulo</p> <p>This lesson follows on from studies in Year 7 – Globalisation and Year 9 Changing populations.</p> <p>It feeds forward to GCSE Issues with Urban Development.</p>	<p>Students look at the problems of living in poverty in Brazil. They recap the reasons behind rural to urban migration. They look at the challenges of living in the favelas. The impact of hosting the world cup and Olympic games in Rio. Students then look at the improvements being made to favelas in The Heliopolis favela in Sao Paulo. Students need to decide if projects like this solve the urban issue of densely populated areas.</p>	<p>Rural Urban Migration</p>	<p>Daily Retrieval: Megacity Challenge Opportunity</p>
<p>Lesson 8: KG Explain why the largest ever recorded earthquake happened in Chile</p>	<p>Earthquakes – Chile</p> <p>This lesson follows on from earlier studies in year 9 on Tectonic hazards.</p> <p>It feeds forward to GCSE The Challenges of Natural Hazards.</p>	<p>Students draw out the 3 different types of plate margins and focus on the causes of earthquakes. Using a map they identify the plate boundaries in Chile. Students then study a case study of the earthquake in 2010 looking at the causes and effects of the earthquake. Students examine how well prepared people were for the earthquake using the 3 P's.</p>	<p>Planning Protection Prediction Monitoring</p>	<p>Daily Retrieval: Rural Urban Migration</p>
<p>Lesson 9: KG Explain why the volcano was called the 'sleeping lion'.</p>	<p>Volcanoes – Nevado del Ruiz</p> <p>This lesson follows on from earlier studies in year 9 on Tectonic hazards.</p>	<p>Students explain the causes of Composite volcanoes and why they are associated with destructive plate margins. Students then look at a case study of the eruption of the Nevado del Ruiz, Colombia in 1980. Looking at</p>	<p>Lahar</p>	<p>Daily Retrieval: Planning Protection Prediction Monitoring</p>

	It feeds forward to GCSE The Challenges of Natural Hazards.	causes and effects of the eruption and why so many people died.		
Lesson 10: KG Explain what the future hold for the countries of South America	The Future? What is South America's place and influence to the global community. This lesson follows on from previous lessons in this unit as it now asks students to evaluate the importance of South American countries to the global community.	Students start by looking at a variety of data for the 13 South American countries and rank them in order of development. They can use indicators such as GNI / HDI / Birth Rate / Death Rate / Crime / Political systems etc. Marked work - Students then evaluate the importance of 2 countries and their influence on the rest of the world.	GNI HDI Birth Rate Death Rate	Daily Retrieval: Lahar
Issue Evaluation – An increasingly Urban World, living in the Slums.				
The following lessons encourage students to evaluate a range of evidence and arrive at a decision about a contemporary geographical issue.				
Lesson 11 – Describe the inequalities in urban environments	Issue Evaluation – Slums 2020 Students look at the increasing inequalities in urban areas. This lesson follows on from Issue Evaluations in years 7 & 8. It feeds forward to the next as it provides the background for the issue.	Students examine the data from the resource booklet and answer a range of questions about the sources. <ul style="list-style-type: none"> • How is the world becoming more urban? • What does the UN say about urban populations around the world? • What does the text say about the link between economic development urbanisation? • Describe the pattern of GDP compared to % living in urban areas shown in the scatter graph • What has growth in some of the poorest cities led to? 	Urban Inequalities	Daily Retrieval: GNI HDI Birth Rate Death Rate
Lesson 12 – Describe the growth of slums in LICs and NEEs.	The growth of slums in LICs and NEEs This lesson follows on from the previous lesson as students now examine life in a variety of slums.	<ul style="list-style-type: none"> • What has happened to the amount of people living in slums? Include statistics. • How does the photo show inequality in Sao Paulo? • Describe how urbanisation can be a force for good. How rapidly is Lagos growing? 	Slums	Daily Retrieval: Urban Inequalities

	<p>It feed forward to the next lesson as it provides evidence and context for the decision.</p>	<ul style="list-style-type: none"> How does this growing population impact on services in Lagos? 		
<p>Lesson 13 – Evaluate the evidence of the slums, hope? or despair?</p>	<p>Slums of hope or slums of despair?</p> <p>This lesson follows on from the previous lesson as students examine evidence of the impact of living in the slums.</p> <p>It feeds forward to the next as it provides evidence and context for the decision.</p>	<ul style="list-style-type: none"> What percentage of people in Lagos suffer from environmental diseases? Describe what life is like within a slum in Lagos? What are some of the <u>opportunities</u> for people living in Lagos? How are the community projects helping to improve conditions in Kibera? From the information you have read about Kibera do you get the impression it is a ‘slum of hope’ or a ‘slum of despair’? Describe the <u>challenges</u> of life within Dharavi Why is the slum in Dharavi seen as a ‘beacon of hope’ by the people living there? 	<p>Community Despair Hope Beacon</p>	<p>Daily Retrieval: Slums</p>
<p>Lesson 14 – Decision time!</p>	<p>Students use the resource booklet to answer the issue evaluation question.</p> <p>This lesson follows on from previous lessons as students now have the evidence to answer the question.</p> <p>This series of lessons feeds into GCSE paper 3, Issue Evaluation.</p>	<p>Exam Question:</p> <p>‘Slums only bring despair through numerous social and economic challenges’.</p> <p>Do you agree with this statement?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Tick (✓) the box to show your choice.</p> <p>Use evidence from the resources booklet and your own understanding to explain your choice. (9 marks + 3 SPaG).</p>	<p>Social Economic Challenges</p>	<p>Daily Retrieval: Community Despair Hope Beacon</p>

