



SUBJECT: GEOGRAPHY

Year Group	YEAR 9					
Rationale	Pupils will build on skills and knowledge covered in Years 7 and 8, applying these in different contexts linked to significant geographical themes. This will provide a 'bridge' for the students between KS3 content and KS4 application of knowledge and skills. The introduction of Interactive, case-study themed learning will enthuse pupils further and make the transition to KS4 a seamless process. The content and skills will help pupils to appreciate that the study of Geography helps them to make sense of wider concepts and that, even if GCSE Geography is not an option choice for them, an appreciation of place and space is an essential aspect of 'holistic' development and global citizenship.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	Are there too many people?	Are there too many people?	Tectonic Hazards – Are we safe?	Tectonic Hazards – Are we safe?	Coastal Landscapes GCSE content	Glacial Landscapes GCSE content
Knowledge	- How and why has population changed over time? - Natural Increase/DTM - Population structures. - Population Policies – China - Migration (including Rural-Urban) - Introduction to Kenya / east Africa – region of Africa	- Kibera – A Kenyan Slum – 3-week research and Magazine article. - Region of Africa study - Immigration – is it good for the UK? Citizenship - Kibera review	- Plate tectonics – Causes - Volcanoes – Montserrat DME - Mount St Helens Story-board - Earthquakes - Recent earthquakes – case studies and comparisons (GCSE Links) - Primary/Secondary Effects, Responses, Management.	- Tsunami - Mystery – Indian Ocean 2004 - Japan Tsunami 2011 – News reports - Comparison – LIC v HIC - Review	- Processes - Erosional Landforms - Transportation – Longshore Drift and Dunes - Depositional Landforms - Coastal case-study - Coastal Management and Impacts	- Processes - Landforms - Management and Impacts
Skills	Pupils can describe the characteristics of global population, structure, policies, movement and location. Pupils can explain why population and cities grow at different rates, using examples and giving evidence. Pupils can make judgements about population policies and their effectiveness/impacts. Use of data, DTM, Population pyramids, mapping and research evidence. Persuasive writing.	Pupils can describe conditions in Nairobi/Kibera – location, causes of urbanisation, problems, solutions and sustainable planning. Pupils explain how problems can be reduced by a variety of management strategies in Kibera. Pupils make Judgements about the effectiveness of solutions, comparing with other examples to provide some evidence to support Conclusions.	Pupils can describe where and how tectonic plates cause earthquakes, volcanoes and tsunamis, using specific located examples. Pupils can explain why effects, responses and management vary between different countries. Pupils can judge the most appropriate, and effective management strategies for different countries. Pupils use research, GIS, text / images, maps to present and evaluate. Collaboration	Pupils can describe where and how tectonic plates cause tsunamis, focusing on effects, responses and management. Pupils can explain why effects, responses and management vary between two different events. Pupils can judge the most appropriate, and effective management strategies for different countries. Pupils use research, GIS, text / images, maps to present and evaluate.	Pupils describe the processes that create a variety of landforms and identify different management strategies used. Pupils can explain how landforms are created and how different management strategies vary in levels of effectiveness. Pupils will judge the suitability of different strategies for different coastal areas, using specific examples. Key words, text analysis, annotated diagrams, decision making, case-studies. OS Maps, data	Pupils describe the processes that create a variety of landforms and identify different impacts/ conflicts/ management strategies. Pupils can explain how landforms are created, identify them on photo/OS map resources link to how different conflict management strategies vary in levels of effectiveness. Pupils will judge the effectiveness and sustainability of different management strategies



		Use of research, collaborative learning and acquired skills to create a professional magazine article.	and presentation.	Collaboration and presentation.	analysis, key terms	Key words, text analysis, annotated diagrams, decision making, case-studies. OS Maps, data analysis, key terms
Assess-ments	Formative Assessment 1 <i>'Is the One Child Policy Good for China'</i> Persuasive argument <u>2 weeks</u> Revision sheets distributed.	Summative Assessment 1 Key words Describe questions – deserts Explain/ Evaluate Skills – climate graphs/photo graphs/maps Formative Assessment 2 <i>Kibera – Magazine article</i> <u>3 weeks</u> Citizenship presentation Is Immigration good for the UK? <u>1 week</u>	Formative Assessment 3 <i>Mount St Helens Storyboard</i> (GCSE style case-study) <u>2 weeks</u>	Formative Assessment 4 <i>Hazards/Tsunami comparison</i> GCSE style assessment/test <u>2 weeks</u>	Summative Assessment 2 Key words Describe questions – deserts Explain/ Evaluate Skills – climate graphs/photographs/maps <u>1 lesson</u>	Coasts GCSE – style formative assessment Exam technique
Homework	<i>Are there too many people? - watch video and make notes to develop an initial opinion</i> <i>Population Clock analysis activity</i> <i>China one-child policy research activity</i> <i>Complete OCP assessment after two lessons with structure and initial sections complete</i>	<i>Kibera – Bill Bryson visualisation follow-up task</i> <i>Kibera research stages linked to assessment (Background, Problems, Solutions and Comparison)</i> <i>Africa – mapwork activity</i> <i>Immigration presentation (Citizenship)</i>	<i>Mount St Helens – video and research</i> <i>Mount St Helens Storyboard Activity – two Homeworks</i> <i>Montserrat follow-up activity</i> <i>Earthquakes – research recent events and Google Earth mapping activity</i>	<i>Tsunami mystery follow-up</i> <i>Indian Ocean 2004 and Japan 2011 research/video watching</i> <i>Assessment – GCSE style comparison questions (preparation)</i>	<i>Coasts video clips</i> <i>Map work and worksheets</i> <i>Video research – erosional and depositional landforms</i> <i>Assessment – Year 9 Coasts GCSE questions</i>	<i>Coastal Management comparison and exam question</i> <i>Glaciation – research photographs</i> <i>Tourism – Lake District case-study</i>