



Geography Year 9 Long Term Plan

Rationale with end points: In Year 9 we endeavour to develop student's knowledge on a range of human, physical and environmental geographical concepts developing deeper understanding from year 8. For example, evaluating how jobs have changed around the World due to development. In addition, Students will learn about contrasting space through studies of Russia and the Middle East. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, and speaking and listening skills, to encourage high levels of literacy across all disciplines.

Term	Topic	Knowledge	Skills	Reading /wider reading
Autumn term 1	International development. Reteach Population	Extend knowledge about development understand how countries around the World are at different stages of development. Develop their knowledge of development through using key terms such as GDP and HDI.	Skills interleaved: Be able to use an atlas. Continue to develop a glossary of key terms to use in answering questions. Interpret Ordnance survey maps in the classroom. (1:50000). Collect, analyse and communicate on data linked to the rate of a countries development.	Wider reading: Article on International development to be read and commented on in class.
Autumn 2	Rock to soil. Reteach Climate change.	Understand through the use of detailed place based exemplars at a variety of scales, geological processes in rocks, weathering and soils.	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Research secondary information regarding geological structures in the UK.	Wider reading: Article on UK Geology to be read and commented on in class.



<p>Spring 1</p>	<p>Our restless Earth.</p>	<p>Understand through the use of detailed place based exemplars at a variety of scales, cause, impact and management of tectonic processes.</p>	<p>Continue to develop a glossary of key tectonic terms to use in answering questions. To collect, analyse and interpret data to assess the impacts of tectonic hazards around the World.</p>	<p>Wider reading: Article about tectonics to be read and commented on in class.</p>
<p>Spring 2</p>	<p>Earning a living Re teach China.</p>	<p>Understand how jobs have changed over time in the local area Understand the causes and impacts of de-industrialisation.</p>	<p>Continue to develop a glossary of key terms linked to the study of earning a living. Use a variety of different sources of information to analyse job sectors in the UK. Manipulate data linked to economic job sectors to show how they have changed over time.</p>	<p>Wider reading: Article about China to be read and commented on in class.</p>
<p>Summer 1</p>	<p>Russia</p>	<p>Extend their locational knowledge and deepen their spatial awareness of Russia using maps/google Earth.</p>	<p>Continue to develop a glossary of key terms linked to the study of Russia. Use a variety of different sources of information to analyse places in Russia. Manipulate data linked to the study of different countries in Russia.</p>	<p>Wider reading: Article about conflict in Ukraine to be read and commented on in class.</p>
<p>Summer 2</p>	<p>Middle East Consolidate learning where needed. Summative assessments.</p>	<p>Extend their locational knowledge and deepen their spatial awareness of the Middle East using maps/google Earth.</p>	<p>Continue to develop a glossary of key terms linked to the study of the Middle East. Use a variety of different sources of information to analyse places in the Middle East.</p>	



	Preparation for GCSE.		Manipulate data linked to the study of different spaces in the Middle East.	
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