



Alcester Academy Curriculum Planning: Year 9 Geography

Department: Geography		Year Group: 9				
Term	Topic/ subject	Assessment Objectives	Knowledge	Skills, include any details of differentiation	Literacy, numeracy and SMSC opportunities	Final assessment task and title
Autumn 1	Living with the Physical Environment- The Challenge of Natural Hazards	To be able to define and categorise natural hazards, to understand the structure of the earth and how the movement of plates create landforms. To know the main types of plate boundary, to understand how earthquakes happen and volcanoes form, and to be able to explain the short and long-term effects of natural disasters.	Constructive, destructive, and conservative plate boundaries. Structure of the earth. Planning, preparing, and predicting natural disasters. Natural disaster management. Kobe and Haiti earthquake examples. Japanese tsunami example.	Manipulating information- ranking, categorising, and interpreting. Independent and group work. Interpreting and constructing graphs and maps. Identifying links and patterns in processes and in data. Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)	key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare Graph interpretation and construction, statistical analysis. SMSC – Impact of disasters on people and nations. Response of others. Empathy and responsibility.	Unit assessment on tectonic and natural hazards Mixture of exam style questions including multiple choice, source interpretation, and essay-style questions
Autumn 2	Living with the Physical Environment- Weather Hazards	To be able to understand the global atmospheric circulation model, and to consider how this relates to the UK's weather. To be able to explain how hurricanes form, and to be able to describe their features. To understand what climate change is, and how this may change the nature of tropical storms. To be able to explain the impact of tropical storms.	The global atmospheric circulation model and how air is moved from the Poles. Hurricane formation. Impact of climate change of storm intensity. Typhoon Haiyan Case Study	Manipulating information- ranking, categorising, and interpreting. Independent and group work. Interpreting and constructing graphs and maps. Identifying links and patterns in processes and in data. Decision- making and primary and secondary responses. Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)	Key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare. Writing to inform. Graph interpretation and construction, statistical analysis. SMSC – Impact of disasters on people and nations. Response of others. Empathy and responsibility. Climate change and responsibility.	Unit assessment on weather hazards. Mixture of exam style questions including multiple choice, source interpretation, and essay-style questions
Spring 1	Living with the Physical Environment- Extreme Weather in the UK and Climate Change	To understand what climate change is, and the natural and human factors which cause it. To be able to explain how climate change may be managed better in the future. To understand how climate change is linked to changes in the UK's weather, and how the UK's weather has become more extreme as a result of this.	Know what depressions and anticyclones are, and explain what type of weather they are associated with. Example of an extreme weather event in the UK- Boscastle and St Jude. Natural and human evidence of climate change, and what mitigation and adaption mean.	Manipulating information- ranking, categorising, and interpreting. Independent and group work. Interpreting and constructing graphs and maps. Identifying links and patterns in processes and in data. Decision- making and primary and	Key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare. Writing to inform. Graph interpretation and construction, statistical analysis. Image interpretation and construction. SMSC – Impact of disasters on	Unit assessment on Extreme Weather in the UK and Climate Change. Mixture of exam style questions including multiple choice, source interpretation, and essay-style questions

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				secondary responses. Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)	people and nations. Response of others. Empathy and responsibility. Climate change and responsibility. Role of religion in stewardship.	
Spring 2	Challenges in the Human Environment- Urban Issues and Challenges	To understand the global pattern of urban change, including how rates of urbanisation vary around the world. To be able to explain the causes of urbanisation, and why rates of urbanisation are changing. To be able to explain how a named LIC/ NEE, and a named HIC have urbanised over time, and how this has created both opportunities and challenges to the people living there.	Define urbanisation, and explain its causes and consequences on a global scale. Push and pull factors and the causes of migration. The location of major cities in the UK, and the reasons for their growth and change. The opportunities and challenges that the urbanisation of Mumbai in India, and London have created, and how people are attempting to manage these.	Manipulating information- ranking, categorising, and interpreting. Independent and group work. Interpreting and constructing graphs and maps. Identifying links and patterns in processes and in data. Decision- making and primary and secondary responses. Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)	Key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare. Writing to inform. Graph interpretation and construction, statistical analysis. Image interpretation and construction. SMSC – Empathy and responsibility. Climate change and responsibility. Role of religion in stewardship. Social relationship of humans and why people like living together.	Unit assessment on Urban Issues and Challenges. One hour past exam question (multiple choice, structured, and essay-style questions)
Summer 1	Challenges in the Human Environment- The Changing Economic World	To understand that there are global variations in economic development and quality of life. To be able to explain the causes and consequences of uneven development, and to understand the strategies being used to try and reduce this. To be able to explain the changing economic structure of one LIC/ NEE, and to understand what impact this has had, and is having on the people that live there.	What development is and how it is classified. The use of a variety of different types of map to classify development. The demographic transition model and its links to development. The causes, consequences, and strategies to deal with uneven development. A Case Study about economic development in Nigeria- how its economy is structured and the reasons for this, the impact of TNC's, and changing political and trading relationships with the wider world.	Manipulating information- ranking, categorising, and interpreting. Evaluating the reliability of different sources and articles. Independent and group work. Interpreting and constructing graphs and maps. Identifying links and patterns in processes and in data. Decision- making and primary and secondary responses. Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)	Key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare. Writing to inform. Graph interpretation and construction, statistical analysis. Scatter graph construction. Image interpretation and construction. SMSC – Empathy and responsibility. Role of religion in stewardship. Social relationship of humans and why people like living and trading together. Impact of uneven development on people's lives. Understanding the factors which lead to deprivation and the need for charity.	Unit Assessment on The Changing Economic World Mixture of exam style questions including multiple choice, source interpretation, and essay-style questions
Summer 2	Challenges in the Urban World- Economic Futures in the UK	To understand how major changes in the economy of the UK have affected and will continue to affect employment	How and why the economic structure of the UK has changed. Classifying changes in economic	Manipulating information- ranking, categorising, and interpreting. Evaluating the reliability of different	key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command	Unit Assessment on Economic Futures in the UK. Mixture of exam style



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		<p>patterns and regional growth. To evaluate whether there is a North/ South divide in the UK, and to investigate strategies designed to stimulate growth.</p>	<p>sectors.</p> <p>What the biggest growth sectors are in the UK's economy at present, and why the UK could be described as post- industrial.</p> <p>An example of a local science and business park.</p> <p>Causes and consequences of population growth and of population decline in two areas of the UK.</p> <p>Pros and cons of HS2 and new infrastructure schemes for the economy.</p> <p>To form an opinion on whether there is a North/ South divide in the UK, and what can be done about reducing it if there is.</p>	<p>sources and articles.</p> <p>Independent and group work.</p> <p>Interpreting and constructing graphs and maps.</p> <p>Identifying links and patterns in processes and in data.</p> <p>Decision- making and primary and secondary responses.</p> <p>Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)</p>	<p>words – writing to explain and writing to compare</p> <p>Source analysis</p> <p>SMSC – Analysis of different cultures and the clashes between them (Native Americans and the different settler groups)</p>	<p>questions including multiple choice, source interpretation, and essay-style questions</p> <p>Students will also have an end of year exam lasting 1 hour 30 minutes. This will assess everything they have learnt this year, and will take the form of a past exam question.</p>
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