<b>Departme</b> Year		Year					
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Geogr	raph	9					
y							
Term	Topic/ subject	Assessme nt Objective s	Knowledge acquisition	Skill building Intent	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autu mn 1	Living World	A01, A02, A03, A04	3.1.2 The Living World An example of a small-scale UK ecosystem to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact of changing one component on the ecosystem.	Students will learn: What an ecosystem is. Some of the components of an ecosystem. What a food web is and how it is interlinked The characteristics of a variety of large-scale global ecosystems. Describe the distribution of large-scale global ecosystems. To explain why different ecosystems are found in different regions of the world. To be able to describe the characteristics of a tropical rainforest (climate, water, soils, plants and animals). To be able to explain how the vegetation has adapted to	Interpretation of climate data Use of data evidence of deforestation rates Calculate % change in forest cover in the Amazon  Literacy: Written report based on research Extra-reading on deforestation for more able readers Case study analysis and write-up  SMSC: Consideration of different viewpoints on use of resources like rainforest and the sentimental value	Exam style assessment  Teacher assessed and then self evaluation and assessment.  Reflection on grade, strengths and weaknesses and areas for development	SEND: Scaffolds for extended writing. Key words on tables and around rooms.  Key word identification: Decomposers, carnivores, food web, ecosystem, biome, primary producers, small scale ecosystem, freshwater, adaptations, rainforest, tropical, climate, weather  Literacy differentiation: Work books for students provide differentiation of work with:

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	The distribution of	the physical conditions of a	vs real value vs		- Vocabulary tables for
	large-scale global	tropical rainforest.	environmental value		learners for spelling and
	ecosystems and an	To understand the Tropical			developing literacy skills
	overview of their	forest food web.			- Cross words, word
	characteristics.	To be able to identify			searches and literacy games built in to the
	Characteristics of a	patterns of deforestation.			work books
	tropical rainforest.	To explain the impacts			- Extended reading tasks
	How vegetation	deforestation can have.			for more able students
	adapts to the	Students to have a detailed			to extend literacy
	physical conditions.	case study on the Amazon			challenge
	Changing rates of	forest.			For specific low level
	deforestation.	101636.			readers:
	3.1.2 The Living				- Bookmarks made for
	World				low reading age with
	A case study of a				basic subject specific
	tropical rainforest				vocabulary Reading age
	to				assessment
	illustrate:				assessificiti
	Causes of				
	deforestation, and				
	the				
	impacts and issues				
	resulting from this.				
	Why the tropical				
	rainforest				
	environment				
	should be				
	protected, and				
	strategies used to				
	manage the				
	rainforest				
	sustainably.				
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mn 2	world part 2	A02, A03, A04	cold environment – climate, permafrost, soils, plants and animals. A case study of a cold environment to illustrate: • development opportunities in cold environments: mineral extraction, energy, fishing and tourism • challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure. 3.1.2 The Living World The value of cold environments as wilderness areas and why these fragile environments	o be able to accurately explain the characteristics of tundra and polar environments.  To be able to explain how plants and animals adapt to live in these parts of the world. To understand the development opportunities that Alaska has to offer, and the challenges faced when exploiting such environments.  Students to be able to effectively assess whether the opportunities outweigh the challenges.  Strategies used to balance the needs of economic development and conservation in cold environments – use of technology, role of governments, international agreements and conservation groups.	Interpretation of climate data Use of data evidence Use of latitude and longitude data  Literacy: Written report based on research Extra-reading on Alaska and research task in to Trans Alaska pipeline Case study analysis and write-up  SMSC: Consideration of different viewpoints on use of resources like rainforest and the sentimental value vs real value vs environmental value Stewardship and responsibility	assessment  Teacher assessed and then self evaluation and assessment.  Reflection on grade, strengths and weaknesses and areas for development	Differentiation includes scaffolded writing tasks, missing words writing tasks and multiple choice questions on test questions. Choice of tasks.  Key word identification: Alaska, Antarctica, polar, landscape, adaptations, camouflage, pipeline, resources, fossil fuels, tourism, conflict, development, opportunity, challenge.  Literacy differentiation: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able students to extend literacy challenge For specific low level readers:
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			should be protected.				- Bookmarks made for low reading age with basic subject specific vocabulary Reading age assessment
Spri ng 1 and 2	Urban issues and challeng es  Fieldwo rk investig ation- Bristol	A01, A02, A03, A04	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.	Learn to: 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 Rio in Brazil, and Bristol have created, and how people are attempting to manage these.	Numeracy: 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.  Literacy: Decision- making and primary and secondary responses.  Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)  SMSC: Study of different groups, languages, cultures and ethnicities within urban environments. Study of Bristol's BAME population and how it impacts on the city.	Exam style assessment one per half term  Teacher assessed and then self evaluation and assessment.  Reflection on grade, strengths and weaknesses and areas for development	SEND: Scaffolded writing frames  Key word identification: Urbanisation, challenges, opportunities, sustainability, multiplier effects, gentrification, filtering, studentification, BAME, ghettoisation  Literacy differentiation: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able students to extend literacy challenge

							For specific low level readers: - Bookmarks made for low reading age with basic subject specific vocabulary Reading age assessment
Sum mer 1 and 2	Resourc e manage ment- Water or Food option (teacher choice)	Ao1, Ao2, Ao3, Ao4	To understand global supply and demand for food, energy, and water. To be able to explain global inequalities in supply and consumption. To have a good understanding of how the use of these resource in the U.K is changing. To be able to identify and account for the regions of the world with water or food surplus and deficit. To be able to explain the difference between water or food	Learn to:  Identify trends of consumption of food, water and energy Identify the reasons for variation sin these trends and patterns Explain the changes in UK consumption of food, water and energy Account for future projections of change Explain and evaluate the issue with either food or water deficit/ surplus Examine patterns of food and water surplus and deficit Explain different approaches to managing Evaluate the effective of sustainable management of food or water supply Explain and explore large-scale food or water management	SMSC: Empathy and human relationships with their environment. Role of law and responsibility especially when looking at international agreements. The role of governance in looking after its citizens. The role of democracy in the provision of food, energy, and water. Decision- making. Inequalities in wealth and development across the globe, and how this affects quality of life.  Literacy: Reading of a widerange of sources from	Exam style assessment one per half term  Teacher assessed and then self evaluation and assessment.  Reflection on grade, strengths and weaknesses and areas for development	use of scaffolding to support extended tasks. Use of word banks and glossaries to support the use of key terminology. Use of knowledge organisers to support LA and MA students. Challenge activities e.g. using the iPad to research international agreements in greater depth. Use of TA support when required. Seating of students regularly reviewed  identification: deficit, surplus, stress, sustainability, supply, demand, management, corruption.

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	stress and water or food insecurity. To know of specific strategies to increase water or food supply and to conserve what the planet already has. To be able to explain a small- and large-scale water or food supply strategy.	Oxfam to the United Nations.  Numeracy: Data and source interpretation and evaluation. Graph/ map construction. Manipulation of different types of data e.g. water desalination rates.	Literacy differentiation: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able students to extend literacy challenge For specific low level readers: - Bookmarks made for low reading age with basic subject specific vocabulary
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