



Curriculum Sequencing - Year 9

Year 9 Term 1a: Extreme Weather		
<p>Topics covered: Causes, impacts and responses to tropical storms, tornadoes and drought.</p>	<p>How it links to what has been studied before: Revisiting the terms primary and secondary effect from tectonics in year 8. It ensures their knowledge of key concepts such as “cause, effect and response”. Linking back to key concepts in our ‘Weather’ unit in year 7. Students will explore how the economic development of countries studied in year 8 can impact the outcomes of extreme weather events Map skills from year 7, direction, map symbols and grid references.</p>	<p>How it links to what will be studied: It is also their second unit on “hazards” which sets them up for their work in Challenge of Natural Hazards at GCSE.</p>
<p>Key words: Cause Primary and Secondary effects Immediate and Long-term Responses Distribution Hurricane, Cyclone, Typhoon High and low pressure Tornado Drought Climate change</p>	<p>Key skills: Labeling diagrams, Sorting information Use of coordinates to plot a track on a map Use of symbols on a map, Use of the internet for valuable research, Creating images from text to show understanding, Selecting information from video research, Classifying information to make judgements.</p>	
<p>Assessment focus Using independent research to write factual reports. How people prepare for a tropical storm</p>	<p>Revision tips Keyword Glossary Geography Google Site</p>	
<p>Why we study it: To reinforce key geographical skills and to develop a sense of awe and wonder of the power of the natural world. To gain prior knowledge for GCSE ‘ The challenge of natural hazards’</p>		
<p>Mastery in this subject A clear understanding of causes, effects and responses to a range of extreme weather events. Be able to explain why effects and responses may differ in LIC and HIC countries. Using research skills effectively to produce factual reports on named extreme weather events.</p>		

Year 9 Term 1b: Population

Topics covered: Global population growth, birth rates and death rates, population pyramids, demographic transition model, population policies.	How it links to what you have studied before: Development and poverty unit will enable students to have a good base understanding of challenges that face LIC's. They will be able to make links between what is happening to countries populations and how this is impacted by their economic development.	How it links to what you will study: GCSE course Paper 2 - challenges in the human environment. They will re-visit and apply knowledge in our unit on the economic world and in resource management.
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Key words: Population Birth rate Death rate Natural increase Development Life expectancy Infant mortality Contraception Demographic transition model Population Pyramid Population policies	Key skills: Describing a graph (e.g. increased rapidly/gradually) Drawing, reading and interpreting population pyramid Describing changes to a graph To categorise the issues into social, political and economic impacts Answer a 6 marks GCSE style question Interpret maps of the world Describe patterns shown on a map
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Assessment focus Describing and analysing population pyramids explaining reasons for the differences. Evaluation of a population policy	Revision tips Keyword Glossary Geography Google Site
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Why we study it:
Students should develop a sense of awe and wonder for the power of our planet. Students will gain an appreciation of how populations in countries can be affected by their economic development.

Mastery in this subject
A clear understanding of how a country's birth rate and death rate affects the population growth, students will be able to explain in detail how birth rates and death rates are affected by a country's development. Students can draw an accurate population pyramid and describe it clearly. Students can evaluate a population policy to reach a decision "was it successful?".

Year 9 Term 2a: Rivers		
<p>Topics covered: The water cycle River - drainage basin and long profile. Formation of waterfalls, gorges, meanders and oxbow lakes. Human and physical causes of flooding. Effects and responses to flooding. India flooding case study.</p>	<p>How it links to what you have studied before: It builds on work from Weather and Climate from Year 7, to look at rainfall and flooding in more detail. It also builds on work from Biomes earlier in Year 8, when linking river systems with climate. It builds on use of map skills, diagrams.</p>	<p>How it links to what you will study: Looking forward, it should help to prepare students for the Natural Hazards unit at GCSE by giving them a basic understanding to build on.</p>
<p>Key words: Evaporation, transpiration, condensation, precipitation, infiltration, groundwater flow, surface run-off, impermeable, permeable, source, mouth, transpiration, channel, upper course, middle course, lower course, meander, waterfall, gorge, plunge pool, erosion, deposition.</p>	<p>Key skills: Map Interpretation Atlas task. Diagram sketch and explanation. Video analysis. Photo analysis.</p>	
<p>Assessment focus Identify the parts of a river's long profile, and explain how a river changes from source to mouth. Explaining how river features are formed. Assess the human and physical causes of flooding,</p>	<p>Revision tips Keyword Glossary Geography Google Site</p>	
<p>Why we study it: This unit gives students a basic understanding of how river systems form, change and link with the human environment. Inspiring an awe and wonder for the natural world.</p>		
<p>Mastery in this subject Students will be able to correctly identify river parts and understand why a river changes from its source to its mouth, using this to explain the formation of waterfalls in the upper course and meanders in the middle course. Students will be able to appreciate the natural and physical causes of flooding reaching a reasoned argument as to which is more to blame.</p>		

Year 9 Term 2b: Urban Areas		
<p>Topics covered: Understanding of the difference between the terms urban and rural Understanding of the advantages of disadvantages and brownfield and greenfield sites. Urbanisation, rural to urban migration, push factor and pull factor. Understanding some key challenges and opportunities within Mumbai city in India Knowledge and understanding of 4 transport schemes in London and consideration of their advantages and disadvantages Knowledge and understanding of the terms deprivation and affluence Knowledge and understanding of the term megacity</p>	<p>How it links to what you have studied before: This unit should solidify students' knowledge of the ideas of rural and urban settlements. It links back to work completed in primary school on settlement types It should fully solidify the concept of LIC, HIC and NEE' learnt in year 8 development and poverty topic.</p>	<p>How it links to what you will study: It links forward to many future units of work at GCSE such as Year 11 Urban Issues and Challenges</p>
<p>Key words: Urban, rural settlement communications infrastructure greenfield, brownfield push factor pull factor opportunities and challenges congestion transport schemes deprivation megacity</p>	<p>Key skills: Use of a map to identify infrastructure and communication links Evaluative writing Use of pictograms and bar graphs Calculating differences between two % Developing understanding of how to tackle a " Do you agree with this statement?" Question. Use of choropleth maps Use of atlas to locate and plot cities</p>	
<p>Assessment focus Answer a "Do you agree with this statement?" Question.</p>	<p>Revision tips Keyword Glossary Geography Google Site</p>	
<p>Why we study it: Developing a sense of awe and wonder for the human settlements we have created</p>		
<p>Mastery in this subject Students will be able to identify rural and urban area, using map extracts to identify infrastructure and communication links. Students can use their own judgement to evaluate positives and negatives of building new homes on brownfield or greenfield sites. Students will be able to describe and explain opportunities and challenges living in Mumbai, India, and NEE case study.</p>		

Year 9 Term 3a: Tourism		
<p>Topics covered: Knowledge and understanding of the key terms tourism, outbound, inbound, domestic and international Why has tourism increased? The impacts of tourism Factors affecting tourism Tourism to the Alps</p> <p>Dangers of tourism to the Alps Ecotourism</p>	<p>How it links to what you have studied before:</p> <p>This unit consolidates their evaluative skills from the coasts unit in Year 8 with a lesson to evaluate tourism. In addition, it should build on their ability to write written explanations.</p>	<p>How it links to what you will study:</p> <p>The lesson on danger of tourism to the Alps, links forward to hazard study in Year 10.</p>
<p>Key words: tourism, outbound, inbound, domestic and international Evaluation of the impact of tourism in a place we have studied (Alps) social, economic and environmental fluctuates, recession, exchange rate and terrorism avalanche and cornice causes, effects and solutions ecotourism</p>	<p>Key skills: Interpretation of a line graph Writing an extended piece of evaluative writing Ranking factors in relative importance Use of scale line on a map to work out distance Classifying information as causes, effect or solution Use of case study material in a written answer Active listening skills</p>	
<p>Assessment focus Evaluation of the impacts of tourism, using a place we have studied to support their answer.</p>	<p>Revision tips Keyword Glossary Geography Google Site</p>	
<p>Why we study it: Tourism is the world's largest industry and 1 in 7 people will have a job linked in some way to it. This unit should make students aware of how this industry works and the impacts it can have to help prepare them for both working within it and using its services in later life</p>		
<p>Mastery in this subject Students will be confident in applying keywords correctly in their answers, explaining in detail reasons why tourism has increased globally. Students can evaluate the impacts of tourism socially, economically and environmentally using a case study as evidence to support their views. Students understand the term 'ecotourism' and can identify features that make them more environmental friendly.</p>		

Year 9 Term 3b: Issues Evaluation		
<p>Topics covered: This unit is designed to introduce the students to some higher-level GCSE work at the transition point between KS3 and KS4, through a past GCSE ‘issues evaluation’ exam paper. Students will make a decision whether a tourist development in Bali should be built or not using evidence made available to them.</p>	<p>How it links to what you have studied before: It brings together knowledge used in their previous school years on development, poverty and tourism, as well as skills learnt throughout</p>	<p>How it links to what you will study: This unit is designed to introduce the students to some higher-level GCSE work at the transition point between KS3 and KS4.</p>
<p>Key words: development, HIC, LIC and NEE development gap; Foreign Investment, Aid, Intermediate Technology, Tourism, Fair Trade and Debt Relief, Sustainable, carbon footprint, mangrove, infrastructure and connectivity.</p>	<p>Key skills: Comparison of data between countries Drawing and annotating sketch maps Reading pie charts, histograms/bar charts and climate graphs. Interpreting figures in a resource book to pick out advantages and disadvantages Knowledge and understanding of how to structure an answer to a Paper 3 Issues Evaluation Question</p>	
<p>Assessment focus Students to take the section of the GCSE paper that relates to this issue evaluation. Students will make a decision as to whether they think the development should go ahead using supporting evidence from the booklet.</p>	<p>Revision tips Know the booklet well, annotate with relevant points. Use google sites to re visit tourism and development.</p>	
<p>Why we study it: It is designed to recap on some major graph and geographical skills as well as give them the confidence to progress onto KS4 feeling like they can manage the work they will be given in Year 10.</p>		
<p>Mastery in this subject Students will be able to interpret and understand the graphs, images and information given to them. Students can apply their knowledge and understanding to support their own personal view whether the development should be built or not.</p>		



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