

<b>Subject</b>	Geography
<b>Term</b>	Cycle 1a
<b>Duration (approx.)</b>	11 lessons approx
<b>Module</b>	Restless Earth

**Skills and concepts to be developed and assessed (linking to identified AOs)**

A01 & 2 Knowledge and Understanding – To know how the structure of the Earth leads to the creation, destruction and movement of plates that forms tectonic landscapes around the world.

A02, 3 & 4 Understanding and Application – To apply tectonic theory to the formation of tectonic hazards in contrasting locations. To consider the varying impacts these have and how they can be tackled.

Skills - Developed using latitude and longitude to map volcanic eruptions and earthquakes around the world.

**Factual knowledge to be taught and assessed (including subject specific vocabulary)**

What is happening beneath our feet?

What happens at plate boundaries?

What are convection currents?

How are volcanoes formed?

Why is Iceland tectonically active?

Iceland Eruption 2010

**Formative: Why is Iceland tectonically active?**

What are earthquakes?

Haiti Earthquake

**To what extent do volcanoes or earthquakes create hazards?**

**Formative Assessment/key piece of work prior to end of unit:**

Why is Iceland tectonically active?

**Summative Assessment**

To what extent do volcanoes or earthquakes create hazards?

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Locational knowledge, use of latitude and longitude, HIC v LIC, building a geographical event case study.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Keyword list

Highlight use of key words in lessons

Keyword quiz

Frayer models

**Link forward: where next for the learning?**

HIC and LIC in development unit – challenges that natural hazards create for development.

Comparing natural hazards (Tropical storms)

<b>Subject</b>	Geography
<b>Term</b>	Cycle 1b
<b>Duration (approx.)</b>	6 lessons approx
<b>Module</b>	Middle East

## Spelling-Punctuation-Grammar How will you promote high standards within this module?

Keyword sheet  
Sustainability, development, inequalities  
Sentence starters  
Frayer models

## Link forward: where next for the learning?

Understanding of the world and how places are similar and different. Understanding what the term sustainable means and being able to apply that to the SDGs

## Skills and concepts to be developed and assessed (linking to identified AOs)

Knowledge developed about the Middle East  
Understanding of inequality across the region  
Understanding of the issue of sustainability and consider if a location is sustainable

## Factual knowledge to be taught and assessed (including subject specific vocabulary)

Where is the Middle East?  
What countries make up the Middle East?  
Physical features of Middle East  
Challenges faced in Middle East  
Climate and Biomes  
People religion culture (market place for individual country)  
Is ME developed or not?  
What is sustainability?  
Is Dubai sustainable or not?

## Formative Assessment/key piece of work prior to end of unit:

Country profile for the Middle East

## Summative Assessment

Is Dubai sustainable?

## Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Continuing to build up world knowledge and consider the challenges locations around the world face.

<b>Subject</b>	Geography
<b>Term</b>	Cycle 2 a
<b>Duration (approx.)</b>	12 lessons approx
<b>Module</b>	SDGs—17 goals to save the world

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Knowledge and Understanding – Understanding that there is inequalities between countries.

Understanding and Application – Explain reasons for the differences and consider how the SDGs aim to change the world.

**Factual knowledge to be taught and assessed (including subject specific vocabulary)**

What is development? Identifying the inequalities that exist between countries.

Why some countries are less developed than others? Connecting the reasons for the development gap – environmental, social, economic, political & historical

What impacts does that have?

What are the Sustainable Development Goals (SDGs) and what do they aim to achieve?

Will the SDGs change the world?

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more

commonly associated with another.

**Formative Assessment/key piece of work prior to end of unit:**

Is quality education the most important goal for closing the gap?

**Summative Assessment**

What is the most important goal to close the gap?

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Country studies, use of development data

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Keyword sheet

Sentence starters

Development, inequality, bottom up, quality of life

Frayer models

**Link forward: where next for the learning?**

Links to global warming unit, Russia study

Supports the understanding of the world and the inequalities that exist whilst considering what is being done by the UN but also what individuals can achieve.

# Y9 Geography

<b>Subject</b>	Geography
<b>Term</b>	Cycle 2b
<b>Duration (approx.)</b>	Lessons approx
<b>Module</b>	Living in a changing climate

SDGs—why are they important? How does climate change impact on other goals? Impacts of human actions on the planet.

## Spelling-Punctuation-Grammar

**How will you promote high standards within this module?**

Keyword sheet

Sentence starters

Greenhouse gas, mitigation, adaptation

Frayer models

**Link forward: where next for the learning?**

Extreme Weather

GCSE Weather hazards

GCSE resource management

### Skills and concepts to be developed and assessed (linking to identified AOs)

Knowledge and Understanding –

Knowing what is causing our climate to change. How humans have contributed to a warming planet. Understanding the impacts of this.

### Factual knowledge to be taught and assessed (including subject specific vocabulary)

What is climate change?

What are the causes of climate change?

What are GHG's?

What are the impacts of climate change? (local to global)

How can we tackle climate change? (mitigation v adaptation)

Debate Prep – What is the future for the planet?

### Formative Assessment/key piece of work prior to end of unit:

To what extent do you agree that global warming is due to human activities.

### Summative Assessment

To what extent should we mitigate climate change rather than adapt to it?

### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Understanding of locations around the globe.

# Y9 Geography

<b>Subject</b>	Geography
<b>Term</b>	Cycle 3a
<b>Duration (approx.)</b>	9 lessons
<b>Module</b>	Wild Weather

Country studies, use of development data, revisiting convection,

## **Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

### **Skills and concepts to be developed and assessed (linking to identified AOs)**

Explains how physical and human processes work together.

Compares the different ways people damage, protect or improve the environment.

Explains the connections between places, people and environments.

Keyword sheet

Sentence starters

Typhoon, low pressure, sheen winds

### **Link forward: where next for the learning?**

Natural Hazards

### **Factual knowledge to be taught and assessed (including subject specific vocabulary)**

Is weather becoming more extreme?

[Britain's Wild Weather](#)

What is a tropical storm? (formation)

How can we reduce the impacts of tropical storms?

Investigating Irma

Investigating Idai

### **Assessment: Impacts in HIC's vs LICs**

Are storms becoming more frequent?

Storms from this year

### **Formative Assessment/key piece of work prior to end of unit:**

Explain the formation of a tropical storm.

### **Summative Assessment**

Explain why the impacts are more severe in LICs v HICs

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

# Y9 Geography

<b>Subject</b>	Geography
<b>Term</b>	Cycle 3b
<b>Duration (approx.)</b>	7 lessons
<b>Module</b>	Glaciation

## Spelling-Punctuation-Grammar

### How will you promote high standards within this module?

Keyword sheet

Sentence starters

Framer model

Glacier, ablation, arete, corrie, crevasse, drumlin, erratic, hanging valley, interglacial, plucking, ribbon lake, tarn, moraine, truncated spur

### Link forward: where next for the learning?

Physical landscapes of the UK

Natural Hazards

Geological timescales

### Skills and concepts to be developed and assessed (linking to identified AOs)

#### Factual knowledge to be taught and assessed (including subject specific vocabulary)

How and why do glaciers form and move?

How do glaciers change the landscape?

How are landforms shaped by glacial erosion?

How are landforms shaped by glacial deposition?

How do people use glacial landforms?

How do we know the Lake District was glaciated?

Summative assessment: OS map based

#### Formative Assessment/key piece of work prior to end of unit:

Keyword quiz

#### Summative Assessment

OS map investigation of glacial features

#### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Physical processes for rivers and coasts

Topography and relief

Physical landscapes of the UK

Geological timescales