

## Geography Year 9 Long Term Plan

Week/ Lesson	Term	Topic	Knowledge	Skills
	<b>Autumn Term 1</b>	<b>Development:</b> <b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>• to define development</li> <li>• to compare development around the world</li> <li>• to understand where and why inequality occurs</li> <li>• to understand the actions taken by individuals, governments and communities to aid development.</li> </ul>	<b>Contextual world knowledge:</b> <ul style="list-style-type: none"> <li>• Understand global patterns of development, locating countries in different states of development</li> <li>• Identify development priorities for Bolivia</li> <li>• Consider the state of development in Nepal</li> <li>• Identify regional inequality in the UK</li> </ul> <b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space:</b> <ul style="list-style-type: none"> <li>• Define big ideas in geography – development</li> <li>• Understand that development occurs at different rates and times in different countries</li> <li>• Understand that there are regional disparities of development within countries</li> <li>• Identify reasons for poverty, including gender inequality</li> <li>• Understand how organizations work to support development</li> <li>• Understand the purpose of sustainable development goals</li> </ul>	<b>Complex activity:</b> <b>Writing genre:</b> <b>Geographical Concepts:</b> <b>AO1:</b> Locate and name the world's continents and oceans Locate and name countries in Europe, North and South America and the British Isles Begin to identify human and physical features of localities. <b>AO2:</b> Understand and appreciate how our understanding of the planet has evolved through time through exploration and a series of discoveries <b>AO3:</b> Locate and describe places using latitude and longitude Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos <b>AO4:</b> Conduct fieldwork in a locality Plan and investigate using a range of Geographical questions. <b>Competence in geographical enquiry and skills:</b> <ul style="list-style-type: none"> <li>• Classify indicators of development.</li> <li>• Interpret statistics and choropleth maps to investigate patterns of development at different scales</li> <li>• Communicate understanding of development and use new terminology.</li> </ul>
1	<b>Autumn T1</b>	<b>Development</b>	Defining development	
2			Measuring development	

3			Wealth distribution	<ul style="list-style-type: none"> <li>Choropleth mapping</li> </ul>
4			Causes of underdevelopment	
5			Population change as countries develop	
6			Gender equality and development Sustainable development goals	Writing for purpose: evaluating the sustainable development goals.
7		<b>Reteach Week</b>		
8			Assessment	
Unit Overview	<b>Autumn Term 2</b>	<b>Africa:</b> <b>Pupils will learn about:</b> <ul style="list-style-type: none"> <li>the physical and human geography of Africa</li> <li>Africa's colonial history about some of the challenges facing the continent</li> <li>some of the opportunities to develop and change.</li> </ul>	<b>Contextual world knowledge:</b> <ul style="list-style-type: none"> <li>Locate Africa and its countries</li> <li>Identify key features of Africa 's physical landscape, climate, environments, population distribution, economy</li> <li>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> </ul> <b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space:</b> <ul style="list-style-type: none"> <li>Know the physical landscape of Africa</li> <li>Understand the pattern of climate zones and biomes across Africa</li> <li>Understand how biomes are formed by the interaction of the Earth's spheres – savanna</li> <li>Challenge stereotypical views about the continent of Africa</li> </ul>	<b>Competence in geographical enquiry and skills:</b> <ul style="list-style-type: none"> <li>Interpret climate maps and graphs for Africa</li> <li>Use atlas maps and photos to investigate Africa</li> <li>Interpret statistics, graphs, population density map, population pyramids to investigate population change</li> <li>Consider different points of view and decisions people make to change</li> <li>Apply understanding of migration and urbanization to analyse a range of geographical information about Kenya</li> <li>Apply understanding of development and Sustainable Development Goals to Africa</li> </ul>

			<ul style="list-style-type: none"> <li>• Appreciate the effects of colonialism on present day Africa</li> <li>• Understand the changing state of development across African countries</li> <li>• Understand population distribution and change in Africa</li> <li>• Understand how urbanisation is changing Africa</li> <li>• Compare urbanization in a region of India and Africa</li> <li>• Identify reasons for economic growth in Africa</li> <li>• Understanding and consider the reasons for China investing and trading with countries in Africa</li> </ul>	
9	<b>Autumn T2</b>	<b>Africa</b>	Physical landscape of Africa	<ul style="list-style-type: none"> <li>• OS maps</li> <li>• Climate graphs</li> </ul>
10			Climates and biomes of Africa	
11			Impact of colonialism	
12			Development disparities in Africa	<ul style="list-style-type: none"> <li>• Choropleth mapping</li> </ul>
13			Urbanisation in Africa: Lagos	
14		Impact of China on African development A new colonialism?	<ul style="list-style-type: none"> <li>• Writing for purpose: Consider different points of view</li> </ul>	
		<b>Reteach week</b>	Assessment	
	<b>Spring Term 1</b>	<b>Ecosystems:</b> <b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>• To understand how ecosystems are interdependent.</li> <li>• To understand distinctive features of flora and fauna in different biomes.</li> </ul>	<b>Contextual world knowledge:</b> <ul style="list-style-type: none"> <li>• Location of different biomes</li> <li>• Impacts of human activities on differing ecosystems.</li> </ul> <b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space:</b> <ul style="list-style-type: none"> <li>• Understand the distribution of biomes in climatic zones.</li> </ul>	<b>Competence in geographical enquiry and skills:</b> <ul style="list-style-type: none"> <li>• Interpret climate graphs</li> <li>• Use atlas maps and photos</li> <li>• Consider different points of view and decisions people make to change</li> </ul>

		<ul style="list-style-type: none"> <li>How human activity can impact on biomes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand ways plants have adapted to their ecosystems.</li> <li>Understand ways animals have adapted to their ecosystems.</li> <li>Understand ways fish have adapted to their ecosystems.</li> <li>Explore a range of impacts of human activity on ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation.</li> </ul>		
15	<b>Spring T1</b>	<b>Ecosystems</b>	Concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals.	<ul style="list-style-type: none"> <li>Maps and atlas</li> </ul>	
16			Global distribution of biomes		
17			Overview of the climate, flora and fauna within polar regions	<ul style="list-style-type: none"> <li>Climate graphs</li> </ul>	
18			Grasslands climate, flora and fauna Temperate forests climate, flora and fauna	<ul style="list-style-type: none"> <li>Climate graphs</li> </ul>	
19			Tropical forests climate, flora and fauna Hot deserts climate, flora and fauna	<ul style="list-style-type: none"> <li>Climate graphs</li> </ul>	
20				Reteach oceans yr8 coral reefs	
21				Human impacts on ecosystems Assessment	
	<b>Spring Term 2</b>	<b>India v China:</b> <b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>Asia's diverse physical and human geography</li> <li>how Asia is a continent of dynamic change</li> </ul>	<b>Contextual world knowledge:</b> <ul style="list-style-type: none"> <li>Locate Asia and its countries</li> <li>Identify key features of Asia's physical landscape, climate, environments, population distribution, economy</li> <li>Understand aspects of the human geography of India and China.</li> </ul>	<b>Competence in geographical enquiry and skills:</b> <ul style="list-style-type: none"> <li>Interpret climate maps for Asia</li> <li>Use atlas maps and photos to investigate Asia</li> <li>Interpret statistics, graphs, population density map, population pyramids to investigate</li> <li>population change</li> </ul>	

		<ul style="list-style-type: none"> <li>the changing relationship between countries in Asia, China and India.</li> <li>the changing relationship between Asia and the rest of the world.</li> </ul>	<p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space:</b></p> <ul style="list-style-type: none"> <li>Understand the features and reasons for a monsoon climate</li> <li>Understand the cause of flooding in Asia</li> <li>Understand how biomes are formed by the interaction of the Earth's spheres – mountains</li> <li>Understand population distribution and change in Asia</li> <li>Compare the population structure of two Asian countries</li> <li>Understand how urbanization is changing a region of India</li> <li>Identify reasons for economic growth in China</li> <li>Understanding the growing economic importance of Asia</li> <li>Understand the impact of climate and flooding on people in Asia</li> </ul>	<ul style="list-style-type: none"> <li>Consider different points of view and decisions people make to change</li> <li>Apply understanding of migration and urbanization to analyse a range of geographical</li> <li>information about Karnataka</li> </ul>
22	<b>Spring Term 2</b>	<b>India v China</b>	Physical geography of Asia Climate in Asia	
23			Impact of the Monsoon on India Flooding in India and China	
24			Population structure of India and China comparison (reteach impacts of one child policy)	
25			Urbanisation in India and China comparison	
26			<b>Reteach Week</b>	Revision Assessment

27			Economic power of China and India in the global economy	
	<b>Summer Term 1</b>	<b>Climate Change: Pupils will learn:</b> <ul style="list-style-type: none"> <li>that climate change is a controversial issue affecting the future of the planet</li> <li>about the evidence of climate change</li> <li>the causes and consequences of climate change</li> <li>about the options for the planet's future.</li> </ul>	<b>Economic power of China and India in the global economy</b>	<b>Economic power of China and India in the global economy</b>
			<b>Contextual world knowledge:</b> <ul style="list-style-type: none"> <li>Global patterns of climate change and greenhouse gas emissions</li> <li>Antarctica polar biome</li> <li>Consequences of climate change in the UK</li> </ul> <b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space:</b> <ul style="list-style-type: none"> <li>Understand the concept of climate change</li> <li>Understand the role of greenhouse gases</li> <li>Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers</li> <li>Understand the contribution of using natural resources, energy development, economic growth, population change on the world's changing climate</li> <li>Identify and classify the causes of climate change</li> <li>Understand that action to face climate change requires international agreement and collaboration</li> </ul>	<b>Competence in geographical enquiry and skills:</b> <ul style="list-style-type: none"> <li>Investigate controversial issues</li> <li>Consider a range of evidence of climate change</li> <li>Consider and critically reflect on different viewpoints detecting bias</li> <li>Use of GIS to identify flood risk in the UK</li> <li>Class debate</li> <li>Consider future actions as a geographer</li> </ul>
28	<b>Summer T1</b>	<b>Climate Change</b>	What climate change is	<ul style="list-style-type: none"> <li>Graph analysis</li> </ul>
29			Evidence for climate change	
			Recent climate change	<ul style="list-style-type: none"> <li></li> </ul>

30			Natural climate change, the impact of volcanoes	•
31			Greenhouse effect Impacts of climate change	•
32			Paris climate agreement Impacts on the UK	• Consider and critically reflect on different viewpoints
33		<b>Reteach week</b>	Climate change policy debate	• Class debate
	<b>Summers T2</b>	<b>Begin GCSE</b>		