

Year Group: 9	Subject: Geography	Term: Summer 2020
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Topic	Key Learning points	Assessments
<p>How does a river change as it travels towards the sea? CONTINUED from Spring term.</p>	<ul style="list-style-type: none"> • Know how river landscapes contrast between the upper courses, mid-courses and lower courses of rivers. • Know how river features such as v-shaped valleys, waterfalls, meanders, oxbow lakes, levees and deltas are formed. • Know how to read and interpret storm hydrographs. • Know how the interaction of physical and human processes is causing river flooding. • Increasing risks from river flooding (increased frequency of storms and land-use change) and the threats to people and environment. • Know how flood risk is being managed by hard engineering (flood walls, embankments, flood barriers) and by soft engineering (flood plain retention, river restoration) strategies and the costs and benefits of these methods. 	<p>Formal assessment: 30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks
<p>Why is there economic inequality in the world?</p>	<ul style="list-style-type: none"> • Students will recognise how development can be measured (GDP, HDI, life expectancy). • Students will understand how to read and interpret population pyramids. • Students will understand how population pyramid characteristics link to development (birth rate, death rate). • Students will know the causes of global inequality. • Students can explain how Frank's dependency theory and Rostow's modernisation theory can explain how and why countries develop over time. • Students can describe the difference between top-down and bottom-up development strategies. • Students will know the advantages and disadvantages of different approaches to development (NGO, IGO and intermediate technology). 	<p>Formal assessment: 30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks
<p>How and why is India changing?</p>	<ul style="list-style-type: none"> • Students will know the importance of India's location in its development. • Students can define the political, social and cultural importance of India. • Students will know how the economy and employment structure of India has changed over time. • Students will understand how globalisation and government policy has enabled India to develop. • Students can explain how and why birth rates and death rates have changed in India. • Students can detail why development has led to urbanisation in India. • Students can explain the positive and negative impacts of globalisation and TNCs on different groups of people. • Students will know the environmental impacts of globalisation and development in India. • Students will understand how India's rapid development has changed its geopolitical influence and its relationship with EU and USA. 	<p>Formal assessment: 30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Comprehension • Literacy tasks