

Year Group: 9	Subject: Geography	Term: Summer 2022
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Topic	Key Learning points	Assessments
How does a river change as it travels towards the sea? CONTINUED from Spring term.	<p>Curriculum goal: Students know how a river changes from source to mouth and the causes and impacts of flooding events. Students know how a river can be managed to prevent flooding.</p> <ul style="list-style-type: none"> How river landscapes contrast between the upper courses, mid-courses and lower courses of rivers. How river features such as v-shaped valleys, waterfalls, meanders, oxbow lakes, levees and deltas are formed. How to read and interpret storm hydrographs. How the interaction of physical and human processes is causing river flooding. Why there are increasing risks from river flooding. How flood risk is being managed by hard engineering and soft engineering methods. The benefits and costs of hard and soft engineering. 	<p>Starters will all recall previous knowledge which gives students a great opportunity to embed learning into their long term memory.</p> <p>Starters and plenaries will be low stake and will include:</p> <ul style="list-style-type: none"> Multiple choice question True or false Short answer questions. <p>Summative assessment: 50% of the assessment will be based on this topic and 50% will be based on previous learning in Year 9.</p>
Why is there economic inequality in the world?	<p>Curriculum goal: Students know the ways that development can be measured as well as the causes of global inequality.</p> <ul style="list-style-type: none"> How development can be measured (GDP, HDI, life expectancy). How to read and interpret population pyramid of different levels of development. The causes of global inequality. How Frank's dependency theory and Rostow's modernisation theory can explain how and why countries develop over time. The difference between top-down and bottom-up development strategies. The advantages and disadvantages of different approaches to development (NGO, IGO and intermediate technology). 	<p>Starters will all recall previous knowledge which gives students a great opportunity to embed learning into their long term memory.</p> <p>Starters and plenaries will be low stake and will include:</p> <ul style="list-style-type: none"> Multiple choice question True or false Short answer questions. <p>Summative assessment: 50% of the assessment will be based on this topic and 50% will be based on previous learning in Year 9.</p>
How and why is India changing?	<p>Curriculum goal: Students know how development has led to changes in India's economy, society and environment. Students know the future opportunities and challenges India faces.</p> <ul style="list-style-type: none"> The importance of India's location in its development. The political, social and cultural importance of India. How the economy and employment structure of India has changed over time. How globalisation and government policy has enabled India to develop. How and why birth rates and death rates have changed in India. Why development has led to urbanisation in India. The positive and negative impacts of globalisation and TNCs on different groups of people. The environmental impacts of globalisation and development in India. How India's rapid development has changed its geopolitical influence and its relationship with EU and USA. 	<p>Starters will all recall previous knowledge which gives students a great opportunity to embed learning into their long term memory.</p> <p>Starters and plenaries will be low stake and will include:</p> <ul style="list-style-type: none"> Multiple choice question True or false Short answer questions. <p>Summative assessment: 50% of the assessment will be based on this topic and 50% will be based on previous learning in Year 9.</p>