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| **Subject: Geography** | | **Subject Leader: Abbie Wakefield** | **Year Group: 9** | **AUTUMN TERM** |
| **Topic** | **Key Learning Points** | | **Key Vocabulary** | **Assessments** |
| **Has globalisation turned Ledbury into a clone town?**  **How Diverse is Asia?** | What does globalisation mean?  What are the processes of change?  How can this be evidenced  Has Globalisation changed Ledbury  How could we collect data?  How do we interpret data?  To understand how to analyse data  To draw conclusions from data collected.  Is China a superpower?  Why are most products ‘made in China’? What is a superpower? Is China a superpower? What issues does China face?  Is Japan’s success down to its geography?  Japans location  Why is Japan so rich? What is Japan’s relationship with North and South Korea? Could North Korea threaten stability in Japan?  Is Asia’s climate the same?  Why do some parts of Asia have droughts? What issues can droughts cause? What is a monsoon?  What is a typhoon? Why do some parts of Asia have typhoons? GAC Why are typhoons dangerous? | | * Globalisation * Transport * Process * Primary * Secondary * Methods * Analysis * Conclusions * Evaluation * Theory * Political * Power * Military * Influence * Culture * Conflict * Stability * Climate change * Drought * Fires * Monsoon * Extreme Weather * Typhoon * Vulnerable * Hazards * Impacts | **Formal assessment:**  30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.  **Informal assessment:**   * True/false quizzes * Homework * Review questions * Literacy tasks |
| **Subject: Geography** | | **Subject Leader: Abbie Wakefield** | **Year Group: 9** | **SPRING TERM** |
| **Topic** | **Key Learning Points** | | **Key Vocabulary** | **Assessments** |
| **How have past processes shaped the landscape?**  **How does a river change as it travels towards the sea?** | How does Geology influence the landscape?  How can Geology influence land use of the UK?  When was the UKs last ice age?  How did that change the UK?  What evidence do we have for these changes?  How has tectonic processes changed the UK?  How does this relate to our local area?  What does the future hold for the UK?  Where does a river start?  How does a river flow?  Will that change the landscape?  What are the types of erosion?  Does the river change down stream?  What can we see in our local area?  How has Hereford been impacted by rivers?  What could we do to protect Hereford? | | * Geology * Igneous * Metamorphic * Sedimentary * Erosion * Weathering * Glacier * Corrie * Tectonics * Land use * Mouth * Source * Tributary * Confluence * Flood * Risk * Erosion * River profile * Ox bow lake * Hereford * Management | **Formal assessment:**  30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.  **Informal assessment:**   * True/false quizzes * Homework * Review questions * Literacy tasks |
| **Subject: Geography** | | **Subject Leader: Abbie Wakefield** | **Year Group: 9** | **SUMMER TERM** |
| **Topic** | **Key Learning Points** | | **Key Vocabulary** | **Assessments** |
| **Why is the UK’s Human Landscape Changing?**  **Why is London changing?** | Students know the differences between the UK’s urban and rural areas.  Students know how and why employment has varied over time in the UK.  Students know how migration has affected the UK’s economy and society.  Students know how globalisation has impacted the UK.  Students know why London grew and the structure of London.  Students know how and why London’s population has changed over time.  Students know the causes and impacts of decline in London.  Students know the impacts of the regeneration of London’s Olympic Park.  Students understand attempts to sustainably develop London.  Students know why places such as Cornwall and Devon are dependent on London and the challenges this can cause. | | * Urbanisation * Suburbanisation * Counter urbanisation * Rural * Migration * Demographic * Deprivation * Poverty * Regeneration * Gentrification * Decentralisation * Outsourcing * Quaternary | **Formal assessment:**  30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.  **Informal assessment:**   * True/false quizzes * Homework * Review questions * Literacy tasks |
| **How parents can support learning in the subject this academic year** | | | | |
| There are a variety of way parents can support the learning of the Geography curriculum. One of the most effective ways to embed learning is through wider reading and repetition. We encourage you to watch the news or read an article with your child to enhance the understanding of the world around us! These topical pieces of information will allow students to apply theoretical knowledge gained in class to the real world.  Alternatively, if it is the core knowledge you are concerned about, we as a school provide KS4 revision guides and work books. The consistent use of these across the 2 years will work to help students remember more. For those who prefer the use of technology there are also multiple apps available to Geography students on the Edexcel B curriculum; Seneca learning, GCSE pod or BBC bite size website. | | | | |
| **Recommended Reading** | | | | |
| KS3 recommended reading:   * Greta’s Story * Journey to the River Sea * Street Child * Warrior boy * Earth Heroes * When the mountain Roared * Factfulness   KS4/5 recommended reading:   * Prisoners of Geography * Factfulness * No. More. Plastic. * Under the Weather * There is no Planet B * Adventure: Anthropocene | | | | |
| **Points to note** | | | | |
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