

Programme of study for Year 9

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:
Topic / Big Question: Global population About world population distribution and change How has the UK's population changed and continues to change How is the global pattern of urbanisation changing? Growth and distribution of the world's major cities Skills (students should be able to do): Describe, interpret and analyse geo-graphical data Describing trends. Analyse written articles from a variety of sources for understanding Describing trends interpretation.	Topic / Big Question: Urban Futures What does rapid urbanisation mean for cities? Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. Investigate the consequences of rapid urban growth in LIDCs. Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation. Skills (students should be able to do):	Topic / Big Question: Urban Futures What is life like for people in a city is studied through case studies of one city in an AC and one city in an LIDC or EDC? How can cities become more sustainable? For each city investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements Skills (students should be able to do): Describe, interpret and analyse geo-graphical data Describing trends. Analyse written articles from a variety of sources for understanding	Topic / Big Question: Changing Climate What evidence is there for climate change? From the beginning of the Quaternary period to the present day. Is climate change a natural process? The range and reliability of evidence relating to climate change Skills (students should be able to do): Describe, interpret and analyse geo-graphical data Describing trends. Analyse written articles from a variety of sources for understanding Describing trends interpretation. Geographical case studies and theories	Topic / Big Question: Changing Climate Why is climate change a global issue? Exploring a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century. Skills (students should be able to do): Describe, interpret and analyse geo-graphical data Describing trends. Analyse written articles from a variety of sources for understanding Describing trends interpretation.	Topic / Big Question: Glaciation How glaciation shapes the land. Formation of corries, aretes and pyramidal peaks. Glacial processes such as freeze-thaw weathering, erosion, plucking and abrasion. Interglacial and Glacial periods. Skills (students should be able to do): <ul style="list-style-type: none"> • Geographical case studies and theories • Describe, interpret and analyse geo-graphical data • Describing trends. • Analyse written articles from a variety of sources for understanding

<p>Geographical case studies and theories</p>	<p>Describe, interpret and analyse geo-graphical data Describing trends. Analyse written articles from a variety of sources for understanding Describing trends interpretation. Geographical case studies and theories</p>	<p>Describing trends interpretation. Geographical case studies and theories</p>		<p>Geographical case studies and theories</p>	<ul style="list-style-type: none"> • Describing trends interpretation.
<p>Key Learning Outcomes (students should know):</p> <p>Understanding of location of specific cities and their importance within their region, the country, and the wider world.</p> <p>Understanding the patterns of national and international migration and how this is changing the growth and character of the city.</p> <p>Exploring the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption.</p>	<p>Key Learning Outcomes (students should know):</p> <p>Understanding how cities function is a key element to the future of a sustainable planet,</p> <p>This is taken from an environmental aspect and linked with the urbanisation of the planet as a whole as the population worldwide increases further.</p> <p>This topic explores and deepens the student's understanding of the different rates affecting AC, EDC and LIDC countries and what this means for both people and the environment.</p>	<p>Key Learning Outcomes (students should know):</p> <p>Investigating the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.</p> <p>Investigating the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal.</p>	<p>Key Learning Outcomes (students should know):</p> <p>That climate change is a controversial issue affecting the future of the planet.</p> <p>About the evidence of climate change</p> <p>The causes of climate change</p>	<p>Key Learning Outcomes (students should know):</p> <p>Understand the consequences of climate change</p> <p>Appreciate that the effects of climate change are not fully known or understood</p> <p>That the effects of climate change are likely to be different for different regions in the world</p>	<p>Key Learning Outcomes (students should know):</p> <p>Introduction into the impacts of Glaciation and the shaping of the land through erosional processes. This provides students with an understanding of how farming, water storage and settlements have been located.</p>

End of term 1 assessment to cover: - Sustaining Ecosystems Test		End of term 2 assessment to cover: - Urban Futures Test		End of year assessment to cover: Changing Climate, Sustaining Ecosystems, Urban Futures	
Building understanding: Rationale / breakdown for your sequence of lessons: Global population helps explore and deepen the student's understanding of the different reasons for the growth affecting cities as over 50% of humans now live in them, affecting AC, EDC and LIDC countries and what this means for both people and the environment. A range of the ideas were introduced at a brief level throughout years 8 and 7.	Building understanding: Rationale / breakdown for your sequence of lessons: Urban futures explore and deepens the student's understanding of the different issues affecting cities as over 50% of humans now live in them, affecting AC, EDC and LIDC countries and what this means for both people and the environment. A range of the ideas were introduced at a brief level throughout years 8 and 7.	Building understanding: Rationale / breakdown for your sequence of lessons: This will help to deepen their understanding of the UK and also help further prepare students for their human fieldwork as they begin to consider geography at GCSE.	Building understanding: Rationale / breakdown for your sequence of lessons: The Changing Climate topic is linked to this with the growth in populations and also the destruction of ecosystems as part of meeting the needs of the growing population.	Building understanding: Rationale / breakdown for your sequence of lessons: Case studies are also used throughout this unit to help students build on their geographical knowledge and understanding of places. These can be linked to the ideas considered	Building understanding: Rationale / breakdown for your sequence of lessons: This unit of work helps students understand for glaciation helped create and shape the world as we know it.
Home – Learning:					
<ul style="list-style-type: none"> • Home Learning is set by teacher at teacher's discretion • Exam Style Questions • Research activities focused around topic being studied (websites given to guide students) • Worksheets focusing on class activities • Exam practice (revision) • News articles (relation to topic being studied) 					
Reading / literacy:					
<ul style="list-style-type: none"> • Geographical vocabulary • Differentiated writing frames 					

- Newspaper articles
- Exam Style Questions
- OCR B Text book
- Researching news on website
- Model answers
- CUBE (used to de-code questions)

Numeracy:

- Demonstrating an understanding of number, area and scale through interpreting graphs
- Calculate and understand percentages (increase and decrease) and percentiles when referring to graphs.
- Interpreting tables of data.
- Making predictions; e.g. Interpreting and extrapolating trends from data.
- Being able to identify weaknesses in statistical presentations of data when referring to Climate Change data.
- Drawing and justifying conclusions from numerical and statistical data.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

- Deconstructing, interpreting, analysing and evaluating visual images including photographs, cartoons, pictures and diagrams.
- Analysing written articles from a variety of sources for understanding, interpretation and recognition of bias.
- Suggesting improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.
- Evaluation the impact of human activities on Climate Change through deep through and discussion.
- Making links to the global impacts of Climate Change and how our actions contribute to this.
- Understanding the positive impacts of sustainability at a local, national and global scale.