



Year 9 Geography Learning Journey

YEAR GROUP: Year 9 Learning Map

SUBJECT: Geography

When?	Understanding	Knowledge	Assessment
<p>Autumn Half Term 1</p> <p>Globalisation</p>	<p>Globalisation</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What is Globalisation? • What are the two sides of TNCs? • How has technology changed our world? • How do you know if you are switched on or off? • What makes global fashion problematic? • Why should sweatshops be banned? • How can we become ethical consumers? • How can we create sustainable tourism? • Who are the winners and losers of globalisation 	<p>Students will recap on the employment sectors/industries</p> <p>Students will be expected to use their prior knowledge on 'sustainability' a running concept through Year 7 and 8.</p> <p>Students will be expected to evaluate the impacts of sweatshops. They will use prior experience of 'discuss' questions in year 7 and 8.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • They are required to complete a formal assessment at the end of the topic to assess learning (October half-term)

When?	Understanding	Knowledge	Assessment
<p>Autumn half term 2</p> <p>Tectonic Hazards</p>	<p>Hazardous Earth</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • Why is our planet like a boiled egg? • Why is our planet like a jigsaw? • Why are plate boundaries so dangerous? • How can we measure tectonic activity? • What are the impacts of earthquakes and how can we respond to them? • What are the impacts of volcanoes and how can we respond to them? • How can we prepare and prevent disasters. 	<p>Students will use their knowledge of the physical and human landscape of the UK to explain why we do not have tectonic disasters.</p> <p>Students will recap the definitions of cause, impact and response to explore the issues with tectonic activity in HICs and LICs.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • They are required to complete a formal assessment at the end of the topic to assess learning (December)

When?	Understanding	Knowledge	Assessment
<p>Spring half term 1</p>	<p><u>Extreme Weather</u></p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What is extreme weather? • What are the ingredients of a tropical storm? • What made Typhoon Haiyan so disastrous? • How can you track and monitor hurricanes? • How can a fire become uncontrollable? • Why is there not enough water? • What happens if we have too much water? • How will our planet look in 50 years? 	<p>Students will use their knowledge from Year 8 weather and climate to distinguish the differences between them</p> <p>Students will recap how to measure weather and explain how this could be used to track and monitor extreme weather events on a global scale.</p> <p>Students will recap what a storm is and comment on the primary and secondary impacts of this. This will put into perspective the potential damage of tropical storms.</p> <p>Students will recap on the running concept of 'sustainability' and 'causality' to understand the dangers of climate change and make predictions on what our planet will look like in the future.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • Pupils are required to complete a formal assessment at the end of the topic to assess learning (February half-term). Can be in the form of a presentation.

When?	Understanding	Knowledge	Assessment
<p>Spring half-term 2</p>	<p><u>Development Dilemmas</u></p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What is development? • How can we measure development? • What is the DTM and what can it tell us about world development? • What are the barriers to development? • Why is development uneven? • What is the development gap? • How has India/Nigeria developed over time and what are the impacts of this? • Why does development vary over time? 	<p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge. Key areas focusing on urban levels of inequality. Keywords include:</p> <p>Developed Emerging Developing Inequality Regeneration</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • Pupils are required to complete a formal assessment at the end of the topic to assess learning (Easter). Can be in the form of a presentation.

When?	Understanding	Knowledge	Assessment
<p>Summer half term 1</p>	<p>The Destruction and Conservation of Forests</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What are the different types of forest? • How is the TRF being threatened and what are the impacts of this? • How is the taiga forest being threatened and what are the impacts of this? • What is being done to protect forests? How are humans destroying our planet? • How successful have these strategies been? 	<p>Students are expected to use their prior knowledge about ecosystems and biomes to understand their value and importance.</p> <p>Students will incorporate their knowledge from science lessons about the greenhouse effect to explain the causes and impacts of climate change.</p> <p>Students are expected to understand the reasons why different 'stakeholders' have different views about conserving forests. Use previous activities on 'discuss' questions to do this.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • Pupils are required to complete a formal assessment at the end of the topic to assess learning (June half-term). Can be in the form of a presentation.

When?	Understanding	Knowledge	Assessment
Summer half-term 2	<p>Antarctica – the last untouched place?</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> ● Where is Antarctica? ● Why is it so unique? ● What are the conditions like for people? ● What threats face Antarctica? ● How are animals adapted to the harsh conditions? ● What work are scientists doing? ● What does the future hold? 	<p>Students are building on their knowledge of biomes and ecosystems</p> <p>Students will incorporate their knowledge from science lessons sea-level rise and the impact of carbon dioxide.</p> <p>Students are expected to understand how different groups and countries work together to protect the area</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation</p>	<ul style="list-style-type: none"> ● Students are assessed through homework tasks. Students are expected to complete one homework task per week. ● Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. ● Student’s classwork must also be marked in alignment with the school and department policy. ● Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). ● Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) ● Pupils are required to complete a formal assessment at the end of the topic to assess learning - End of year exam.