

Subject: Geography		Year Group: 9
<p>Term 1 Key Focus/Topic(s):</p> <ul style="list-style-type: none"> <li>• Tourism – Key vocabulary, patterns in international tourism, causes for its increase. Impacts of tourism on people and the environment. Introduction to eco-tourism</li> <li>• Pupils develop enquiry skills and decision making skills in their individual leaflet projects.</li> </ul>	<p>Term 2 Key Focus/Topic(s):</p> <ul style="list-style-type: none"> <li>• Tropical cyclones – Formation, Spatial pattern, effects on people &amp; environment</li> <li>• This topic is essential to grasp a rudimentary understanding at this stage as tropical cyclones are returned to in Year 11 GCSE Geography topic</li> </ul>	<p>Term 3 Key Focus/Topic(s):</p> <p>People and the biosphere – Biomes, local factors and biomes, good &amp; services the biosphere provides. Population theories Malthus vs Boserup This section develops students' knowledge of places and how the earth is a life support system for the planet and all living things on it. Students' decision making skills will be tested later on this topic.</p>
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Individual eco-tourism leaflet project.</li> </ul>	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Tropical cyclone assessed group power point</li> </ul>	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Biomes written answer short response questions.</li> </ul>
<p>Term 4 Key Focus/Topic(s): <b>Forests under threat</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the tropical rainforest and the range of biodiversity and adaptation of plants and animals. They compare these features to the taiga biome to draw contrasts. Pupils will review how both forests are under threat and examine how successful conservation strategies are.</li> <li>• This unit provides the opportunity for students to evaluate the conservation efforts and to assess to what extent they have been successful.</li> </ul>	<p>Term 5 Key Focus/Topic(s): <b>Consuming Energy resources</b></p> <ul style="list-style-type: none"> <li>• Pupils learn the different classifications of energy resources and their environmental impact. They examine the spatial pattern of access to energy and evaluate ways to reduce reliance on fossil fuels whilst exploring the possible futures for energy that lay ahead.</li> <li>• This topic is an introduction to topic 9 of the GCSE course. It is useful for students to get a grounding in this subject before undertaking the GCSE course.</li> </ul>	<p>Term 6 Key Focus/Topic(s): <b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>• Layers of the earth, plate tectonics theory, volcanic/ earthquake hazards in the developed and developing world and how they are managed.</li> </ul>
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Forests short response questions test.</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• D.M.E part of a GCSE style paper based upon people and the biosphere, forests under threat and consuming energy resources.</li> </ul>	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Tectonics group assessed presentations.</li> </ul>

Rationale:

Students learn about one of the fastest growing industries in the world in Tourism. This topic blends with the UK's place in Europe and global factors that have accelerated growth in this industry. The causes, tracking and management of tropical cyclones contrasts how developed and developing countries manage these hazards at a variety of levels. Students develop maps skills and analyse why meteorologists track tropical cyclones paths. Topics in Term 3 follow the GCSE specification to introduce students to assessment objectives, the exam skills of writing longer answers and a grounding in these topics to help students decide whether GCSE Geography is the right subject for them at Key Stage 4.

Evaluation:

Students are provided with a range of opportunities to self-evaluate their work through presentations, end of unit test reviews and homework through MRI activities. Attainment in end of topic tests is reviewed to help students identify knowledge gaps and understanding how they are going to address these issues. Students complete the same unit assessments over the year to be able to quality assurance the progress of students across the cohort.