

Year 9 Geography

In year 9 we continue to develop your understanding of the concepts and processes that underpin the study of geography. You have studied the hazard of flooding and now you look at how tectonic hazards develop and how we manage them to reduce their impact. You have studied settlement at KS2 and looked at local settlements in My Place. In the Year 9 settlement topic we introduce a model (a theory) in geography and we test it out through a geographical enquiry carried out on Middlesbrough to see if the model actually works. Our focus then shifts to urban areas across the world and why some are growing so rapidly. We find out about the processes that create megacities of over 10 million people and further develop our understanding of how human and physical processes interact to create change, both positive and negative. We need to link back to a range of topics here so we understand the development of settlements and how we use them and why they develop in the locations they do.

We start the GCSE specification with three topics we have always covered at KS3. We revisit your knowledge and understanding from Biology in the ecosystems topic further developing your foundation knowledge to go on and study rainforests and deserts, two extreme environments and global biomes. You will need to link back to the work you did on environments in Africa as well as weather and climate and climates change to understand the environments here. Then it's back to globalisation and energy to identify why the resources of these locations are in demand. Finally we use your understanding of sustainability to identify what the future could be like for the locations we study.

As with year 8 many of these concepts will be reintroduced through our Brain in Gear tasks and then developed further through discussion and activities in the lesson. We continue to develop answer structure in line with GCSE expectations and we complete GCSE questions with greater independence in the final 3 topics that are taught to GCSE level as they are the first unit of the GCSE course.

Year 9 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Hazards: Tectonics We study how natural hazards are extreme natural events that can cause loss of life, extreme damage to property and disrupt human activities.</p> <p>We look at how natural hazards can be placed into three categories - tectonic hazards, climatic hazards and geomorphic hazards.</p>	<p>Settlement We study the Burgess Land Use Model which is a simplification of how it is thought our urban towns and cities are structured.</p> <p>We test the model to see if it fits our local large town of Middlesbrough by conducting an enquiry based around a field trip which is similar to the type of work we do at GCSE.</p>	<p>Megacities We look at what a megacity actually is and begin to locate some of the world's megacities on a map. We then consider how megacities have grown over time and what processes drive this.</p> <p>We will watch a documentary series to establish what the opportunities and challenges are in megacities across the world</p>	<p>Ecosystems - We study how ecosystems function, from the organisms involved in nutrient cycling to how different actions can impact how an ecosystem functions.</p>	<p>Tropical Rainforests - The lungs of the earth, we study the development and structure of rainforests. Then we identify the importance of rainforests at a local scale to the inhabitants and a global scale as part of global systems like climate regulation. Human use of the Amazon is studied and we then identify the ways in which it</p>	<p>Desert Environments - As with rainforests we look at the processes and systems that create and maintain the desert environment and how plants, animals and humans adapt to these extreme conditions. The opportunities and challenges of the deserts are identified and we consider how to sustainably use the desert and reduce</p>

	<p>We identify how Tectonic hazards occur when the Earth's crust moves and how countries like Japan manage the risks posed by these hazards.</p> <p>We also take into account the importance of climatic hazards and how they occur within a region which has certain weather conditions, for example heavy rainfall can lead to flooding.</p>		<p>and start to think about how these megacities can be managed in a sustainable way for the future good of urban populations.</p>		<p>could be used sustainably.</p>	<p>the effect of desertification.</p>
<p>Assessment</p>	<p>You will have a test on the processes that happen at different plate boundaries. The second assessment involves comparing and contrasting earthquake case studies. This will be a question based on comparing the effects / responses of the two earthquakes.</p>	<p>A walking talking mock exam will be done in the classroom following the production of an A3 double sided enquiry write up sheet.</p>	<p>An exam paper will be done in the classroom which builds on previous experience from the settlement topic.</p>	<p>An exam style question based on the impact of introducing wolves to Yellowstone National Park in 1995.</p>	<p>Completing a graph and describing what the data shows as well as an exam question reflecting on the use of the rainforest as a resource for humans to exploit.</p>	<p>An exam question to identify if the desert offers us more challenges or opportunities.</p>

Independent Work

Researching the use of rainforests and deserts as well as the different biomes of the planet
Finding out about earthquake events in order to compare them
Revising lesson content for end of topic assessments
Completion of exam questions
Designing your own animal adaptations
Watching videos to further develop case study knowledge