

Year 9

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Climate Change and natural resources	How and why is our climate changing? What are natural resources and how can we use them sustainably?	<ul style="list-style-type: none"> • What are the facts about climate change? • What is the evidence for climate change? • Natural causes of climate change • Human causes of climate change (particular reference to industrialisation) • The effects of climate change at a global scale • Why are we so poorly evolved to deal with climate change? • Sustainable solutions – adapting and mitigating • What are natural resources? Place focus- Russia and the Middle East • How can natural resources be used to meet our energy mix? • How can we use natural resources sustainably? 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Peer, self and teacher assessment throughout the term of work produced. • Students can explain the causes of climate change • Students can describe and categorise the effects of climate change • Students can assess the solutions to climate change • Students can describe a range of natural resources • Students can assess how natural resources are used to meet the UK's energy mix • Students can evaluate the sustainability of energy resources. <p>Skills</p> <ul style="list-style-type: none"> • Description and analysis of data • Geographic literacy • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Essay writing • Development and justification of own ideas based on geographical concepts and understanding.
Spring	Development	Why are some parts of the world more developed than others? What are the different	<ul style="list-style-type: none"> • Indicators of development • Different rates of development between countries. • How can development change over time? Does this support the theory? • Changes in UK development and links to economic activity in the UK • How do we reduce gender inequality? 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Peer, self and teacher assessment throughout the term of work produced. • Students can categorise the indicators of development. • Students can explain the different rates of development between countries

		<p>economic sectors and how does development influence them?</p> <p>Issues in globalisation</p>	<ul style="list-style-type: none"> ● How the global fashion industry affects development ● How global trading systems affect development ● Different types of aid ● Fair trade. ● What is globalisation? ● What are the global and national impacts of globalisation? ● Is Kingston a clone town? Investigation of a local place. 	<ul style="list-style-type: none"> ● Students can explain how the global fashion industry affects development ● Students can explain how global trading systems affect development ● Students can identify different types of aid and explain how they can help development. ● Students can assess the role of fair trade in helping countries to develop. ● Students can assess the extent to which Kingston is a clone town. <p>Skills</p> <ul style="list-style-type: none"> ● Construction, description and analysis and pie charts and bar graphs. ● Geographic literacy ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Development and justification of own ideas based on geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Research project ● Test on Development and globalisation
<p>Summer</p>	<p>Asia</p>	<p>How is Asia being transformed?</p> <p>Asia' diverse and dynamic climate and population</p>	<ul style="list-style-type: none"> ● Asia's diverse physical and human geography ● Asia's diverse and dynamic population ● Population control in Asia- The One Child Policy and Japan's shrinking population ● Independent investigations- 'Race across Asia!' ● The growing world importance of Asia 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. ● Students can explain disparities within Asia and the rest of the world ● Students can explain Asia's diverse climate ● Students can explain how diverse Asia's population is

		<p>Asia on the world's stage- how is Asia developing into the most important global economic region?</p>		<ul style="list-style-type: none"> ● Students can evaluate how fair and effective the One Child Policy was. ● Students can assess how China's economic growth is helping to create an interdependent world <p>Skills</p> <ul style="list-style-type: none"> ● Geographic literacy ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Essay writing ● Development and justification of own ideas based on geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Essay analysing how effective China's One Child Policy was. ● Presentation involving research and analysis of data
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