

Year 9

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Climate Change and natural resources	<p>How and why is our climate changing?</p> <p>What are natural resources and how can we use them sustainably?</p>	<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	<p>Why are some parts of the world more developed than others?</p> <p>What are the different economic sectors and how does development influence them?</p> <p>Issues in globalisation</p>	<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? ● 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? Geographical enquiry of a local place. 	<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. ● 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- geographical enquiry on the impact of globalisation on place. ● Test on Development and globalisation.
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<p>Summer</p>	<p>Asia</p>	<p>How is Asia being transformed?</p> <p>Asia’ diverse and dynamic climate and population</p> <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"> ● 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. ● 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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