

## Year 9

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

		<p><b>What are the different economic sectors and how does development influence them?</b></p> <p><b>Issues in globalisation</b></p>	<ul style="list-style-type: none"> <li>• How the global fashion industry affects development</li> <li>• How global trading systems affect development</li> <li>• Different types of aid</li> <li>• Fair trade.</li> <li>• What is globalisation?</li> <li>• What are the global and national impacts of globalisation?</li> <li>• Is Kingston a clone town? Geographical enquiry of a local place (virtual clone town survey).</li> </ul>	<ul style="list-style-type: none"> <li>• Students can explain how the global fashion industry affects development</li> <li>• Students can explain how global trading systems affect development</li> <li>• Students can identify different types of aid and explain how they can help development.</li> <li>• Students can assess the role of fair trade in helping countries to develop.</li> <li>• Students can assess the extent to which Kingston is a clone town.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Construction, description and analysis and pie charts and bar graphs.</li> <li>• Geographic literacy</li> <li>• PEEL paragraph writing – particularly focusing on how evidence is used to support points.</li> <li>• Development and justification of own ideas based on geographical concepts and understanding.</li> </ul>
Summer	Asia	<p><b>How is Asia being transformed?</b></p> <p><b>Asia's diverse and dynamic climate and population</b></p> <p><b>Asia on the world's stage-</b></p>	<ul style="list-style-type: none"> <li>• Mapping Asia</li> <li>• Place focus: China</li> <li>• What is China's climate like?</li> <li>• What are China's main Biomes?</li> <li>• What is the population distribution of China and how does the physical geography influence this?</li> <li>• How has the population of China changed and what are the factors that have affected this?</li> <li>• What are the opportunities and challenges in Beijing?</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Peer, self and teacher assessment throughout the term of work produced.</li> <li>• Students can explain disparities within Asia and the rest of the world</li> <li>• Students can explain Asia's diverse climate</li> <li>• Students can explain how diverse Asia's population is</li> <li>• Students can evaluate how fair and effective the One Child Policy was.</li> </ul>

		<b>how is Asia developing into the most important global economic region?</b>	<ul style="list-style-type: none"><li>● China- a superpower?</li><li>● India- independent investigation</li></ul>	<ul style="list-style-type: none"><li>● Students can assess how China's economic growth is helping to create an interdependent world</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>● Geographic literacy</li><li>● PEEL paragraph writing – particularly focusing on how evidence is used to support points.</li><li>● Essay writing</li><li>● Development and justification of own ideas based on geographical concepts and understanding.</li></ul>
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