

 <p>Geography</p>	<p>Intent</p> <p>To develop students' knowledge and understanding of the world's physical processes responsible for atmospheric hazards, and how they interact with the human world.</p> <p>To promote a sense of stewardship and appreciation of our world, encouraging students to live responsibly for the benefit of the local, national and global communities.</p> <p>To develop students' knowledge and understanding of the UK coastline. Students will explain the shape of coastal landscapes and decide on sustainable management approaches for the future.</p> <p>To develop an individual's understanding of contrasting cultures and lifestyles at different levels of economic development.</p>			
Year 9	Unit 1 Coastal Landscapes September to November	Unit 2 Challenges of Development November to January	Unit 3 Atmospheric Hazards and Climate Change January to April	Unit 4 Geopolitics and International Relations April to July
<p>Knowledge (facts, information, concepts and key terminology)</p>	<p>Key words: constructive and destructive wave, sources of energy, weathering, erosion, transport, deposition, landforms, hard engineering, soft engineering.</p>	<p>Keywords: Demographic Transition Model, HIC, LIC, NEE, HDI, urbanisation, BRICS, development gap, natural increase, sanitation, squatter settlement.</p>	<p>Key words: constructive and destructive wave, sources of energy, weathering, erosion, transport, deposition, landforms, hard engineering, soft engineering.</p>	<p>Key words: border, climate, colonialism, conflict, development, geopolitics, governance, inequality, relief, resource, topography, trade.</p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>To identify links between wind, wave types and erosion. To explain how weathering and erosional processes create erosional landforms. To understand the link between transport, deposition and landform development. To understand management strategies and evaluate effectiveness. To use real examples of management methods in a UK case study context.</p>	<p>To understand the concept of global development, use indicators to identify different levels along the development continuum. To understand that wealth is distributed unevenly. Development and location of megacities – linked to population change. Identifying the impacts of urban growth and finding solutions to an increasing population. Inequality on a variety of scales- global and within country (India) Understanding of geopolitics- sustainable development goals with a focus on gender equality</p>	<p>To understand the processes involved in the development of tropical storm formation and wildfire development. To identify and explain impacts of these hazards on people and place. To understand how humans can mitigate effects through management. To understand how humans can mismanage hazards/exaggerate them. To consider how development can affect the impacts to people and place.</p>	<p>To understand the relationship between physical geography and conflict. To be aware of how the physical geography of areas can lead to conflict between countries. To develop a greater understanding of three key regions of the world including...</p> <ul style="list-style-type: none"> a. Russia b. Africa c. South Western Asia <p>Russia: Students will understand how Russia's geography and history has shaped its relationship with Europe. They will be aware of the driving forces for conflict, linked to physical geographical reasons.</p> <p>Africa: Students will study the history Africa, and the creation of its present day borders. They will study an example of conflict in Africa and also Nigeria to break down misconceptions about economic development.</p> <p>South Western Asia: Students will study the physical and human geography of this region. They will look at reasons for economic development in this area.</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>Map reading skills – 6 fig GR, direction, contours, distance -Swanage Bay task Photograph and video interpretation of transport and erosional processes</p>	<p>Drawing and interpretation of complex graphs (DTM), population pyramids etc. Proportional circles. Population and wealth distribution using maps</p>	<p>Map reading and labelling distributions Graph reading including on assessments. Video interpretation and response.</p>	<p>Interpretation of unseen figures including maps which display climate and population data spatially. Interpretation of population density maps.</p>
<p>Formal Assessments</p>	<p>3 Assessment Weeks throughout the year, including End of Year Exam 3x Geog your Memory knowledge recall quizzes</p>			

By the end of the year students on course for at least a grade 5 **will be able to...**

Interpret and communicate information.

Make simple deductions and draw conclusions.

Construct chains of reasoning.

Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.

Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.

Construct coherent arguments to draw conclusions supported by evidence.

Use a range of geographical skills and techniques accurately, showing understanding of their purpose