



**Subject: Geography**

**Geography aims to grapple with and understand some of the big world issues, both human and physical**

**Year: 9**

	<b>Autumn</b> <i>Is a world without conflict impossible?</i>	<b>Spring</b> <i>What is the future of our planet?</i>	<b>Summer 1</b> <i>Are we prisoners of geography?</i>	<b>Summer 2</b> <i>GCSE Dynamic Development</i>
<b>CONTENT</b>	<p>This unit draws together ideas and concepts from many of the previous units of study. We look at global conflict with a range of causes preparing students to think synoptically at key stage 4.</p> <ul style="list-style-type: none"> <li>▪ Global conflicts</li> <li>▪ Yemen</li> <li>▪ Heathrow</li> <li>▪ Geographical Information Systems (GIS)</li> <li>▪ Somali pirates</li> <li>▪ Dark tourism</li> <li>▪ Water conflict</li> <li>▪ Resource conflict</li> <li>▪ Local fieldwork study</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Players</li> <li>• Diversity</li> <li>• Change</li> <li>• Sustainability</li> <li>• Interdependence</li> </ul>	<p>This unit encourages students to use all they have learnt in key stage 3 to think about the future of the globe. Students will consider their impacts as well as solutions.</p> <ul style="list-style-type: none"> <li>▪ Evidence for Climate change</li> <li>▪ Causes of climate change</li> <li>▪ Global impacts of climate change</li> <li>▪ UK impacts of climate change</li> <li>▪ Our response to climate change</li> <li>▪ The plastic problem</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Players</li> <li>• Diversity</li> <li>• Change</li> <li>• Sustainability</li> <li>• Interdependence</li> </ul>	<p>This unit will draw on skills from key stage 3 whilst building prior learning for key stage 4. Students will look at a range of locations and consider how geography has affected different parts of the world today.</p> <ul style="list-style-type: none"> <li>▪ Physical geographical features and their impact</li> <li>▪ Recent geographical events in the news</li> <li>▪ Climate regions and it's impacts</li> <li>▪ The impacts and causes of current migration patterns</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Players</li> <li>• Diversity</li> <li>• Change</li> <li>• Sustainability</li> <li>• Interdependence</li> </ul>	<p>This is the first of the GCSE units. We build on from the Key Stage 3 knowledge with this unit about global levels of development. We build a detailed case study on Zambia linking theory to real world knowledge giving students a visual representation of all they have learnt.</p> <ul style="list-style-type: none"> <li>▪ Definition of 'development' and the ways in which countries can be classified, such as Advanced Country (AC), Emerging and Developing Country (EDC) and Low-Income Developing Country (LIDC)</li> <li>▪ Global distribution of ACs, EDCs and LIDCs</li> <li>▪ Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development</li> <li>▪ Human and physical factors influencing global uneven development</li> <li>▪ Factors that make it hard for countries to break out of</li> </ul>



**Subject: Geography**

**Geography aims to grapple with and understand some of the big world issues, both human and physical**

**Year: 9**

				<p>poverty, including debt, trade and political unrest</p> <ul style="list-style-type: none"> <li>▪ Economic development of Zambia, including influences of population, society, technology and politics, particularly post-independence</li> <li>▪ Rostow's model of economic development</li> <li>▪ Millennium Development Goals</li> <li>▪ Zambia's wider political, social and environmental context</li> <li>▪ Zambia's international trade and its reliance on copper</li> <li>▪ The benefits and problems of trade and Trans National Company (TNC) investment for development</li> <li>▪ The advantages and disadvantages of international aid and debt relief for development.</li> <li>▪ Advantages and disadvantages of the Kariba Dam (top-down) and Room to Read (bottom-up) development</li> </ul>
<b>Skills</b>	Cartographic skills and Atlases, Geographical Information Systems (GIS), Empathy, Numerical: Data analysis and Data presentation, Geographical enquiry, Decision making, Fieldwork.			
<b>Command words</b>	Describe, Define, Outline, State, Explain, Calculate, Compare, Identify, Discuss, Suggest, To what extent, Justify, Evaluate, Examine, Assess			
<b>Key Questions</b>	Where are key global conflicts located? How are development and conflict linked?	How are we damaging our planet? What is the evidence for climate change?	What makes a country a country? How does geography affect... Africa? How does geography affect... Russia?	Why are some countries richer than others?



**Subject: Geography**

**Geography aims to grapple with and understand some of the big world issues, both human and physical**

**Year: 9**

	<p>How does coastal tourism cause conflict?                  How does dark tourism cause conflict?                  How does politics cause conflict?                  How does water cause conflict?                  What local conflicts are there?                  How can we investigate local conflicts?                  How do resources in the rainforest cause conflict?                  How do African resources cause conflict?                  Do pirates still exist?</p>	<p>What are the causes of climate change?                  What are the consequences of climate change for our planet?                  What are the consequences of climate change for the UK?                  Antarctica – a frozen planet?                  What can we do about climate change?                  Why is climate so controversial?                  What is causing the refugee crisis?                  Should we be doing more?</p>	<p>How does geography affect... China?                  How does geography affect... Bolivia?                  How does geography affect... global borders?                  Same country, different outcome?</p>	<p>What is development and how can it be measured?                  What has led to uneven development?                  Are LIDCs likely to stay poor?                  How has an LIDC developed so far?                  What global connections influence its development?                  What development strategy is most appropriate?</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Decision making exercise based on climate change resources</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Study of one country</li> </ul>	<p>Past paper exam questions based on the content of the unit. (Multiple choice, short answer and extended writing)</p>