

# Curriculum Plan Overview

Subject: Geography  
Year Group - 9

| Term            | Topic   | Learning  | How can parents' best support  |
|-----------------|---|---|--|
| Autumn Term 1   | Housing and Retail (Rural and Urban UK Geography)                         | <ul style="list-style-type: none"> <li>What changes are taking place in where people live in both urban and rural area of the UK?</li> <li>What are the distinctive features of urban areas in the UK?</li> <li>What factors help to drive urban and rural change across the UK?</li> <li>What is the cause and effect of change in retail provision across the UK?</li> <li>What are the issues associated with Leisure use in Urban and rural areas across the UK?</li> </ul> | Encourage your daughter to watch the news and read newspaper articles with a focus on housing and demand for housing. Talk to your daughter about the process of getting a mortgage and/or renting a home, what the advantages and disadvantages of each are. As a family compare what you remember Southport and Liverpool looked like in previous years and how it is now. Encourage your daughter to start making revision flash cards on content that we cover in class. |
| Assessment:     | <u>Housing and Retail past paper in timed conditions (45 minutes)</u>     |   |  |
| Autumn Term 2   | Global Cities   | <ul style="list-style-type: none"> <li>To what extent is urbanisation a global phenomenon?</li> <li>What are global cities and where are they found?</li> <li>What are the ways of life and current challenges created by urbanisation in two global cities? (Sydney and Mumbai)</li> <li>What strategies can be used to manage the impacts of urbanisation in global cities? E.g Transport, population, housing.</li> </ul>  | Encourage your child to be using BBC bite size to revise the content studied in class and the VLE learning pages on Firefly. Ask them to explain the process of urbanisation and migration. Discuss with them how cities can be sustainable and why this is important. Ask them to tell you about India and Australia and talk about these two countries to your daughter. Make revision cards for all the key content points after each lesson/week.                        |
| Assessment:     | <u>Global Cities content and skills question (40 minutes)</u>             |   |  |
| Spring Term 1/2 | Weather and Climate   | <ul style="list-style-type: none"> <li>Why is the UK climate so variable?</li> <li>How does the global circulation of the atmosphere create distinctive climate zones?</li> <li>How are weather hazards distributed at a global scale and how does this pattern change over time?</li> <li>What are the causes, impacts and responses to two contrasting extreme weather events? (Hurricane Sandy and drought in California)</li> </ul>   | Encourage your daughter to be using BBC bite size to revise the content studied in class, in addition to the resources uploaded onto the Firefly VLE pages. Ask them to explain what factors impact the UK climate e.g altitude and the North Atlantic drift. At times of extreme Weather in the UK, snow or heat waves, discuss how people are affected. Make revision flash cards for key content with your daughter, aim for one card a week.                             |
| Assessment:     | <u>Year 9 Mock Exam: Paper 2 Problem Solving Exam – 1 hour 30 minutes</u> |   |  |

|   |  |  |   |
|---|--|--|---|
|   |  |  |   |
| <b>Spring Term 2 into Summer Term 1</b> | <b>Climate Change</b>  | <ul style="list-style-type: none"> <li>• How has climate changed during the Quaternary period?</li> <li>• What are the natural and human causes of global warming?</li> <li>• What are the consequences of climate change on people and the environment?</li> <li>• How and why do attitudes to climate change vary globally, nationally, locally?</li> <li>• What role can individuals and government in the UK play in reducing the risk of climate change?</li> </ul> | <p>Encourage your child to do some extra research and read current ideas on Climate Change. What do politicians in the UK and other countries say about Climate Change? Discuss your opinions on Climate Change with your daughter. Watch the news as a family; it appears regularly as a item.</p> <p>As a family discuss how you can all reduce your carbon footprint and what your energy bills cost – educate your daughter in how she and you can cut your energy usage.</p>   |
| <b>Assessment</b>                       | <b><u>8 mark extended higher level question (1 lesson and 1 homework)</u></b>  |  |   |
| <b>Summer Term 1 and 2</b>              | <b>Coasts and Coastal Management</b>   | <ul style="list-style-type: none"> <li>• How do people and Processes contribute to the development of distinctive coastal landscapes in the UK? Eg focus on climate, geology</li> <li>• How are coastlines managed?</li> <li>• Why is coastal management often controversial?</li> <li>• What are the predicted impacts of climate change on coastal landscapes and communities?</li> </ul>  | <p>Encourage your daughter to be using BBC bite size to revise the content studied in class, in addition to the resources uploaded onto the Firefly VLE pages. Ask them to explain the key processes and landforms found along the coastline – particularly the Jurassic coastline. Talk to them about how losing your home and community from coastal erosion may affect different groups of people. Make revision flash cards for key content, especially the processes of longshore drift, coastal erosion and deposition and soft and hard engineering options.</p> |
| <b>Assessment</b>                       | <b><u>Coastal Mapskills past paper question – self assessment in class</u></b> |  |   |