Geography

Year Group 9

Half Term 1

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| Number of Hours  All timings are approximate | Topic: **Ecosystems** |
| 2 | Introduction to Biomes and Ecosystems |
| 2 | An example of a small-scale ecosystem |
| 2 | Food chains and webs |
| 2 | Distribution of global ecosystems |
| 2 | Tropical Rainforest introduction |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this topic:  Following AQA GCSE Geography syllabus. Unit 1 Living with the physical environment: Living world  Students need to be able to understand the global distribution of ecosystems, and identify key elements of food chains, and food-webs. Identification of the location, climate and biological make-up of tropical rainforests. They need to be able to name specific plant and animal adaptations that exist in rainforests, and explain both the causes and effects of deforestation globally  How does this unit build on students’ prior learning?  Students have covered this topic lower down the school in Year 7 where they are introduced to different ecosystems in Africa. This allows them to add to their exisiting knowledge of World Biomes | |

Geography

Year Group 9

Half Term 2

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| Number of Hours  All timings are approximate | Topic: **Rainforests** |
|  | Characteristics of tropical rainforest |
| 4 | Case study of deforestation – cause and effect |
| 4 | Managing tropical rainforests |
| 4 | Sustainable management of tropical rainforests |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit topic?  Students will explore rainforests and deserts, including the animals and people that call these places home. Are humans damaging these fragile ecosystems?  Students compare different types of ecosystems to allow them to compare and contrast different enviornments throughout the world.  How does this unit build on students’ prior learning?  Rainforests come first which are then followed by deserts. Both these topics allow students to see the challenges the planet is facing. This unit links with the climate change unit of work which is also damaging our planet and fragile ecosystems. | |

Geography

Year Group 9

Half Term 3

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| Number of Hours  All timings are approximate | Topic**: Hot deserts** |
| 4 | Hot deserts introduction |
| 4 | Opportunities and challenges of hot deserts |
| 2 | Desertification – cause and effect |
| 2 | Reducing desertification |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit topic?  Exploration of our rainforests and deserts, including the animals and people that call these places home. Are humans daminging these fragile ecosystems?  Students compare different types of ecosystems to allow them to compare and contrast different enviornments throughout the world. Rainforests come first which are the followed by deserts. Both these topics allow students to see the challenges the planet is facing.  How does this unit build on students’ prior learning?  Rainforests come first which are then followed by deserts. Both these topics allow students to see the challenges the planet is facing. This unit links with the climate change unit of work which is also damaging our planet and fragile ecosystems. | |

Geography

Year Group 9

Half Term 4

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| Number of Hours | Topic: **Hazards** |
| 2 | Natural Hazards introduction |
| 4 | Tectonic hazards introduction |
| 6 | Earthquake case studies x 2 Cause, effect and response |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit topic?  Following AQA GCSE Geography syllabus. Unit 1 Living with the physical environment:  The challenge of natural hazards  The students develop an understanding of the structure of the the Earth, with explanation of how the tectonic plates move. The use of accurate geographical terminology to explain what happens at each plate boundary and what hazards this may bring. THe ability to compare and contrast similar/different case studies for hazards and give reasons for these similarities and differences.  How does this unit build on students’ prior learning?  This is the first of the hazards sections which is introduced to the students as the students have always had a particuluar interest in this topic and it gets students used to the idea of using specific case study material. Students also cover flooding hazards in Year 7 with a lesson looking at Storm Dennis. | |

Geography

Year Group 9

Half Term 5

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| Number of Hours | Topic: **Hazards** |
| 2 | Living with the risk of tectonic hazards |
| 2 | Reducing the risk of tectonic hazaards |
| 2 | Glocal circulation and extreme weather |
| 4 | Tropical storms and case study |
| 1 | Weather hazards and extreme weather in the UK |
| 3 | Flooding case study |
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| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit topic?  Students move on to demonstrate a strong understanding of the causes and impacts of natural hazards, and suggest reasons why the effects are greater in LICs. Focus then needs to be on the management of these events.  The climate in some parts of the world can often prove very dangerous. The students will look at the causes and effects of some major climatic hazards, including named examples. Students need to be able to describe and explain reasons why climatic hazards occur, using correct geographical terminology. Compare differing effects between LIC/HIC countries, including possible methods of prevention and protection.  How does this unit build on students’ prior learning?  Students focus on volcanoes at primary school therefore they are building up their knowledge of living in places where hazards can be found e.g. earthquakes. Students also cover weather hazards in Year 7 when they study the topic of weather and climate | |

Geography

Year Group 9

Half Term 6

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| Number of Hours | Topic: **Climate Change** |
| 2 | Introduction to climate change – natural and human causes |
| 4 | Impacts and response to climate change |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit topic?  Pupils can explain the causes of climatic change, both physical and human. Comparing different solutions and an understanding of what solutions we have available to us.  This topic links to the first topic of the year as the students study how our demand for energy and resources is affecting the balance of our climate and ecosystems. Students are posed with the question of ‘does our planet face an uncertain future and can we put it right?’.  How does this unit build on students’ prior learning?  This then leads the students into year 10 where they start with a physical geography topic. | |