

Term 1

Physical: Natural Hazards- Geological and Meteorological.

- Plate boundaries- constructive, conservative, collision and destructive.
- Earthquake and tropical storm formation.
- Case Studies: Haiti 2010 (LIC) and L'Aquila (HIC) Earthquake + Hurricane Katrina (HIC) and Typhoon Haiyan (LIC).

Term 2

Human: Urban Issues.

- Demographic Transition Model (DTM).
- Causes of Urbanisation.
- Effects of Urbanisation- social/economic/environmental.
- Rio de Janeiro Case Study.

Term 3

Physical: Climate Change.

- Greenhouse effect + Global warming.
- Causes and Effects of Climate Change.
- Mitigation + Adaptation.

Term 4

Human: Urban Issues and Challenges.

- Bristol Case study- UK urban areas.
- Sustainability and Opportunities/ Challenges.
- Demographic and Migration.
- Sustainable urban areas- Freiburg

Term 5

Physical: Ecosystems- Tropical Rainforests followed by Hot Deserts.

- UK Small Scale Ecosystems + World Biomes.
- Characteristics and climate.
- Animal/Plant adaptations.
- Deforestation in the TRF- Opportunities and Challenges.
- Desertification = Impacts and solutions.
- Sustainable human activity.

Term 6

EOY Reflections

Revision- Human

- 1- Opportunities and Challenges in Rio de Janeiro.
- 2- Favela Bairro Project.
- 3- Social inequality in Bristol- Stoke Bishop and Filwood.
- 4- Sustainable urban development- Freiburg.
- 5- Resource Management- Provision of Resources in the UK.

Revision- Physical

- 1- Natural Hazards- plate boundaries + case study recall.
- 2- Meteorological Formations and Typhoon Haiyan and Hurricane Katrina Case Study.
- 3- Mitigation and Adaptation of Climate Change.
- 4- Tropical Rainforests- Deforestation and Sustainability.
- 5- Hot Deserts – Desertification and Sustainability.

What do you wish to achieve at the end of this year?

Reflecting back: Have you achieved it?

Term 1- Year 9- Physical Geography- Natural Hazards

This topic is taught with the intent of not only teaching students about the physical makeup of our Earth, but ensuring they have a knowledge of the social, economic and environmental effects of these hazards. Students will develop clarity over the development of countries and how this varies in response to hazards. This builds compassion and hope in solutions. We embed skills of drama and media to ensure a variety of teaching.

Lesson:	1- What is a natural hazard and vulnerability.	2- Layers of the Earth and Plate Boundaries	3- Plate Boundaries, Movements and Effects.	4- LIC earthquake case study- Haiti. Causes/Effects/Responses.	5- HIC earthquake case study- L'Aquila. Causes/Effects/Responses	6- Application of case studies to 6 mark questions.	7- Living with Tectonic Hazards and Management
Learning Objectives:	LO1 – To define 'natural hazard' LO2 – To investigate the different types of natural hazard LO3 – To analyse the factors affecting a hazard risk	LO1 – To locate the layers of the Earth LO2 – To describe the distribution of the Earth's volcanos and earthquakes LO3 – To explain what process makes the Earth's plates move.	LO1 – To recall the different types of plate margin LO2 – To identify what happens at each plate boundary LO3 – To explain how earthquakes and volcanic eruptions are the result of physical processes	LO1 – To define the keywords LO2 – To investigate the causes and effects of the Haiti earthquake LO3 – To assess the responses to the Haiti earthquake.	LO1 – To investigate the causes of the L'Aquila earthquake. LO2 – To create a case study profile on the L'Aquila earthquake. LO3 – To analyse the effects and responses of a tectonic hazard between areas of contrasting levels of wealth.	LO1- To know how to approach a 6 mark question. LO2- To recall knowledge for LIC and HIC case studies. LO3- To differentiate between explain and describe questions and apply knowledge appropriately.	LO1 – To understand why people still live in areas at risk from tectonic hazards LO2 – To identify the different types of management to reduce the effects of tectonic hazards LO3 – To assess the effectiveness of the management strategies.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	locational knowledge. Key vocab.	Graphical Skills and scientific links.	Locational knowledge, links to global community. Key vocabulary.	Key terminology for GCSE geography: social, economic environmental. Evaluation skills.	Evaluation and decision making. Key command words investigated.	Evaluation of solutions and decision making. Oracy for decision made + Extended writing and literacy to explore decision.
Pupil Profile	Active, Attentive, Curious,	Learned, Attentive, Curious.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned

Lesson:	8- 9 Mark Practice.	9- METEROLOGICAL HAZARDS- Tropical storm formation.	10- Prediction, Preparation and Planning	11- Typhoon Haiyan- Causes and Effects.	12- Typhoon Haiyan- Responses.	13- Hurricane Katrina- Causes/Effects/Res ponses	14- Extreme Weather in the UK	15- Extreme Weather in the UK- Beast from the East.
Learning Objectives:	LO1- To recall case study knowledge. LO2- To apply technique to exam questions. LO3- To evaluate responses to natural hazards using examples.	LO1- To know what tropical storms are and how they form. LO2- To understand the distribution of Tropical Storms. LO3- To be able to describe how tropical storms form and how this can be influenced by climate change.	LO1- To know how we can predict tropical storms. LO2- To understand how we can reduce the effects of TS through prediction, planning and preparation. LO3- To be able to evaluate methods of preparation, prediction and planning.	LO1- To know the location of Typhoon Haiyan. LO2- To understand what a primary and secondary effect is. LO3- To be able to describe the primary and secondary effects of Typhoon Haiyan.	LO1- To know how the city of Tacloban responded to Typhoon Haiyan. LO2- To describe the immediate and long-term responses to Typhoon Haiyan. LO3- To evaluate the effectiveness of the responses to Typhoon Haiyan.	LO1- To recall KS3 case study knowledge. LO2- To explain causes and effects to a tropical storm. LO3- To evaluate responses to a tropical storm in a HIC and compare to responses in a LIC- Typhoon Haiyan.	LO1- To know what the UK's weather hazards are. LO2- To describe two types of weather Hazard that effect the UK. LO3- To be able to suggest why the UK's weather might be becoming more extreme.	LO1- To know the causes of the Beast from the East. LO2- To describe the primary and secondary effects of the Beast from the East. LO3- To be able to discuss the immediate and long term responses to the Beast from the East.
Opportunities for learning:	Practicing 9 mark questions for exam. Exam technique and peer/self marking.	Key terminology and new formations taught. Oracy for description. Links to science.	Evaluation and decision making.	Locational knowledge and map skills. Recalling of causes of tropical storms. Exam practice for description of effects.	Evaluation and decision making. Extended writing and application of knowledge to 9 mark questions.	Evaluation and decision making. Comparison and analysis using statistics.	Graphical and mathematical skills.	Description and analysis. Extended writing- literacy.
Pupil Profile	Active, Attentive, Curious,	Learned, Attentive, Curious.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Attentive, Curious, Learned.

Assessment Opportunities:

Term 2- Year 9- Human Geography- Urban Issues- RIO

The intent of this topic is to ensure students have an awareness of our growing urban world around us. They have a good knowledge of London and urban areas within the South of the UK, but this gives them insight into the challenges and differences in the way of life in similar areas in NEEs/LICs. This builds not only knowledge but compassion and hope for the changing developing world.

Lesson:	1- Introduction to Urban Issues	2- Megacities	3- DTM	4- HISTORY of Rio de Janeiro.	5- Rio- Causes of Urbanisation.	6- Rio- Social and Economic Challenges.	7- Solutions to Rio's challenges.
Learning Objectives:	To know what urbanisation is. To understand what push and pull factors are. To be able to analyse impacts of urbanisation.	To know what a megacity is. To understand the importance of megacities. To be able to evaluate the opportunities and challenges within a megacity.	To know what the Demographic Transition Model is. To understand how the DTM indicates development. To explain the reasons for changing birth and death rates.	To identify historical features of Rio using sources. To comment on the reliability of sources. To explain key characteristics of Rio's history.	To know where Rio de Janeiro is. To understand the causes of urbanisation. To be able to apply push and pull factors to Rio de Janeiro.	To know what a social and economic challenge is. To understand the challenges faced for the people of Rio. To evaluate the challenges facing Rio de Janeiro.	To know how challenges in Rio can be reduced. To understand how authorities in Brazil are working to improve development. To be able to evaluate the success of solutions implemented in Rio de Janeiro.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	Map skills, locational knowledge. Key vocab.	Graphical Skills and development indicators.	A chance to apply HISTORY subject skill to geography.	Locational knowledge, links to global community.	Key terminology for GCSE geography: social, economic environmental. Evaluation skills.	Evaluation and decision making.
Pupil Profile	Attentive, Curious, Learned.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Wise, Curious.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned

Lesson:	8- Favela Bairro Project	9- 6 Mark Questions- Urban Issues and Challenges	10- Solutions to Rio de Janeiro's challenges- Practicing 9 Mark Answers.	11- Environmental issues in Rio de Janeiro	12- <i>Urban Issues and Challenges- Rio Revision</i>	13- <i>Urban Issues and Challenges- Rio Revision</i>
Learning Objectives:	To recap the Favela Bairro Project To investigate how we can improve the favelas To design a favela improving project	To know the opportunities for people in Rio de Janeiro. To understand how urban areas can improve the quality of life for people. To be able to evaluate the opportunities available in Rio.	To know what social and economic challenges are. To understand why Rio has social and economic challenges. To be able to describe the main social and economic challenges in Rio de Janeiro and the solutions in place.	To know Rio's environmental issues. To understand how rapid urban growth causes environmental issues. To be able to evaluate solutions for environmental issues caused by rapid urban growth.	<i>To know what urbanisation is. To understand why cities become megacities. To be able to explain the social and economic issues in Rio de Janeiro.</i>	<i>To know what urbanisation is. To understand the challenges that occur with urbanisation. To be able to explain the social and economic issues in Rio de Janeiro and evaluate the authorities solution.</i>
Opportunities for learning:	Evaluation of solutions and decision making. Oracy for decision made + Extended writing and literacy to explore decision.	Practicing 6 mark questions for exam. Exam technique and peer/self marking.	Practicing 9 mark questions for exam. Exam technique and peer/self marking.	Oracy on environmental issues. Wider curriculum links to pollution and climate change + how this links to the worlds poorest.	<i>Revisiting knowledge. Learning Revision Strategies and applying knowledge to exam question technique.</i>	<i>Revisiting knowledge. Learning Revision Strategies and applying knowledge to exam question technique.</i>
Pupil Profile	Attentive, Curious, Learned.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned

Assessment Opportunities:

Term 3- Year 9- Physical Geography- Climate Change

This topic is taught with the intent of not only teaching students about the physical makeup of our Earth, but ensuring they have a knowledge of the social, economic and environmental effects of these climate change. It builds understanding of how we must mitigate this and how we can adapt if these are not acted upon. Key links to current events and news.

Lesson:	1- Evidence of Climate Change	2- Natural Causes of Climate change.	3- Human causes of climate change.	4- Climate Change in ART	5- Effects of climate change.	6- Mitigating Climate Change	7- Adapting to Climate change.	8- Climate Change in the News	9- Application Part 1	10- Application Part 2
Learning Objectives:	To know how we have seen evidence of climate change. To understand how climate records have changed. Excellent if we can describe how ice cores provide scientists with data about past temperatures.	To know the natural causes of climate change. To understand specific theories relating to climate change. To excellent at explaining natural causes of climate change.	To know the human causes of climate change. To understand the greenhouse effect. To be excellent at explaining how humans are enhancing the greenhouse effect.	To identify how artists represent climate change. To analyse the effectiveness of using art to illustrate climate issues. To create our own climate art.	To know the causes of climate change. To understand how development links to climate change. To be excellent at evaluating the greatest cause of climate change.	To know what mitigation means. To explain mitigation strategies. To be excellent at analyzing mitigating strategies.	To know how we can adapt to the effects of climate change. To understand how developing countries will have to adapt to the effects of climate change. To be excellent at evaluating strategies towards climate change.	To identify key current events linked to climate change. To explain how current events represent our current climate crisis. To create your own article assessing current climate issues.	To revisit prior knowledge of climate change. To apply knowledge to exam questions. To gain confidence and skill at self and peer assessment.	To revisit prior knowledge of climate change. To apply knowledge to exam questions. To gain confidence and skill at self and peer assessment.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic. Graphical and mathematical skills.	locational knowledge. Key vocab.	Graphical Skills and scientific links. Links to wider syllabus and science for energy.	Cross-curricular links to art.	Locational knowledge, links to global community. Key vocabulary. Evaluation skills.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.	Evaluation and decision making. Key command words investigated. Links to development and wider studies.	Extended writing and current events.	Peer and Self assessment and understanding mark schemes.	Peer and Self assessment and understanding mark schemes.
Pupil Profile	Attentive, Curious, Learned.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Learned, Attentive.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Wise, curious.	Active, Learned.	Active, Learned.

Assessment:

Term 4- Year 9- Human Geography- Urban Issues- Bristol

The intent of this topic is to ensure students have an awareness of our growing urban world around us. They have a good knowledge of London and urban areas within the South of the UK, but this gives them insight into the challenges and differences in the way of life in similar areas across the UK. This is also shown as a location they could live/work in in the future due to universities and industries located there.

Lesson 1 – UK population	Lesson 2 – Introduce Bristol	Lesson 3 – Social and Economic Opportunities	Lesson 4 – Social Inequality	Lesson 5 – Challenges in the city.	Lesson 6 – Brownfield vs Greenfield Sites	Lesson 7 – Environmental Challenges and Solutions	Lesson 8- Temple Quarter Regeneration Project	Lesson 9 – Freiburg Case Study	Lesson 10 – Sustainable Traffic Management (Freiburg vs UK)	Lesson 11- DT- Design your own sustainable city.
Learning Objectives: LO1 – To identify the urban areas of the UK LO2 – To investigate how the distribution of the UK’s population in urban areas has changed LO3 – To explain the reasons for the uneven distribution of the UK’s population	Learning Objectives: LO1 – To locate Bristol LO2 – To investigate Bristol’s national and international importance LO3 – To assess the impact of migration on Bristol	Learning Objectives: LO1 – To identify how Bristol is changing LO2 – To investigate how Bristol has created social and economic opportunities LO3 – To explain how changes in Bristol can prove positive for the people who live there	Learning Objectives: LO1 – To identify why there is inequality in Bristol LO2 – To investigate the inequality of two areas of Bristol LO3 – To compare the inequality of Filwood and Stoke Bishop	Learning Objectives: LO1 – To define the keywords: greenfield site and brownfield site, dereliction, regeneration LO2 – To investigate why Temple Quarter needed to be regenerated LO3 – To assess the advantages and disadvantages of regeneration	Learning Objectives: LO1 – To locate the ‘green belt’ LO2 – To investigate if we should develop on brownfield or greenfield sites LO3 – To assess the advantages and disadvantages of housing developments on greenfield and brownfield sites	Learning Objectives: LO1 – To identify how urban change can affect Bristol’s environment LO2 – To investigate the environmental challenges in Bristol LO3 – To assess the success of Bristol’s attempts to reduce the environmental effect of waste disposal.	Learning Objectives: LO1 – To recall why Temple Quarter needed regeneration LO2 – To investigate how Temple Quarter has been regenerated LO3 – To assess the success of the regeneration of Bristol’s Temple Quarter	Learning Objectives: LO1 – To define ‘urban sustainability’ and locate Freiburg LO2 – To investigate how Freiburg is a sustainable city LO3 – To explain how local people have benefited from sustainable urban planning	Learning Objectives: LO1 – To investigate why there is a need to reduce traffic congestion LO2 – To compare the traffic management strategies of Freiburg and UK LO3 – To evaluate the success of sustainable traffic management strategies.	To identify key aspects of a sustainable city. To design and create your own sustainable city. To orally present your own sustainable city.
Population Distribution Urban Area	International National City Industry Locate	Opportunity Culture Social Economic Industry	Social Inequality Social Deprivation Challenges Population	Dereliction Regeneration Greenfield Site Brownfield Site	Greenfield Site Brownfield Site Rural-Urban Fringe Green Belt	Environment Urban Greening Dereliction Urban Sprawl Waste Recycling	Urban Regeneration Dereliction Social Environmental	Urban Sustainability Sustainable Energy Supply Solar Energy Green Space	Traffic Congestion Sustainability Urban Area Social Economic	Sustainability, urban, waste, water, energy, management.
Active, Attentive, Curious,	Learned, Attentive, Curious.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Wise, Learned, Active, Attentive,	Curious, Learned, Attentive	Learned, Active, Eloquent,	Eloquent, Attentive, Learned.

Term 5- Year 9- Physical Geography- Ecosystems and TRF

This topic is taught with the intent of recall from KS3 ecosystems topics and building upon this to form a better understanding of the tropical rainforest. Aims to build awareness of human exploitation for a realistic and hopeful look at the wider world. Links to current news over the forest fires and why the TRF is vital for human beings and our climate system.

Lesson:	Lesson 1- Introduction to ecosystems and food chains	Lesson 2- World Biomes and UK Small Scale Ecosystems.	Lesson 3- Tropical Rainforest Location, structure and Characteristics.	Lesson 4- Animal and Plant Adaptations.	Lesson 5- Deforestation.	Lesson 6- Amazon Rainforest – Importance and Human Activity.	Lesson 7- Sustainability and Solutions	Lesson 8- Stakeholders - Debate	Lesson 9- Adverts- MEDIA	Lesson 10- Exam Practice and Revision.
Learning Objectives:	To know what an ecosystem is. To understand the difference between a food chain and food web. To apply the term interdependence to a food web.	To know what a biome is. To describe the distribution of the world’s biomes. To explain the characteristics of small scale ecosystems in the UK.	To know the distribution of tropical rainforest. To explain the structure of the TRF. To analyse climate data and apply to knowledge of the TRF.	To know what an adaptation is. To understand the conditions of the TRF plants and animals must adapt to. To evaluate the effectiveness of adaptation strategies.	To know what deforestation is. To understand why humans are cutting down the TRF. To argue ‘to what extent’ we should we continue to use resources from the TRF.	To describe the location of the Amazon Rainforest. To explain what humans have already acted upon in the TRF. To evaluate whether the Amazon rainforest should continue to be exploited.	To understand sustainability. To know how we can be sustainable in the TRF. To evaluate solutions to deforestation in the TRF.	To know who has key stakes in the Amazon Rainforest. To understand different sides of the argument. To articulate the debate on deforestation in the Amazon Rainforest.	To analyse the effectiveness of the Kit- Kats/Green peace banned advert alongside Iceland’s advert. To create an advert promoting the protection of TRFs in relation to a stakeholder.	To apply knowledge on ecosystems and the TRF to a variety of exam questions- explain, describe and evaluation.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	locational knowledge. Key vocab.	Graphical Skills and scientific links. Links to wider syllabus.	Locational knowledge, links to global community. Key vocabulary. Evaluation skills.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.	Evaluation and decision making. Key command words investigated. Links to development and wider studies.	Links to wider syllabus- key term needing to be developed. Oracy and evaluation used in discussion.	Debating skills- oracy.	Advert, media, conservation, ecotourism, sustainability.	Application and exam practice- refining exam skills.
Pupil Profile	Active, Attentive, Curious,	Learned, Attentive, Curious.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Active, Compassionate, Wise, Learned	Active, Compassionate, Wise, Learned	Active, Curious, Learned

Term 5- Year 9- Physical Geography- Hot Deserts

This topic is taught with the intent of recall from KS3 ecosystems topics and building upon this to form a better understanding of the hot desert biome. Aims to build awareness of human exploitation for a realistic and hopeful look at the wider world. Links to current global debates on the exploitation of natural land.

Lesson 1 – Physical Characteristics and Location of Hot Deserts	Lesson 2 – The Hot Desert: An Interdependent Ecosystem.	Lesson 3 – Plant and Animal Adaptations	Lesson 4 – Opportunities in the Sahara Desert – Case Study	Lesson 5- Travel and Tourism in the Hot Desert.	Lesson 6 – Challenges in the Sahara Desert – Case Study	Lesson 7 – Desertification and the Sahel Region – Case Study	Lesson 8 – How can we manage desertification?	Lesson 9 – Stakeholders in the Desert	Lesson 10 – Exam Practice
<p>Learning Objectives:</p> <p>LO1: To locate the world's hot desert biomes</p> <p>LO2: To investigate the physical characteristics of the hot desert ecosystem</p> <p>LO3: To explain the interactions of the hot desert ecosystem.</p>	<p>Learning Objectives:</p> <p>LO1: To recall the keywords: biotic, abiotic, interdependent, nutrients, decomposers</p> <p>LO2: To describe how hot desert ecosystems are interdependent</p> <p>LO3: To analyse the issues with biodiversity</p>	<p>Learning Objectives:</p> <p>LO1: To investigate what plants and animals are found in the hot desert ecosystem</p> <p>LO2: To explain how plants and animals have adapted to live in the hot desert</p> <p>LO3: To create your own animal that has adapted to live in the hostile conditions of the Hot Desert</p> <p>(Assessment Opportunity)</p>	<p>Learning Objectives:</p> <p>LO1: To locate the Sahara Desert</p> <p>LO2: To investigate the opportunities in the Sahara Desert</p> <p>LO3: To analyse the development opportunities of the Sahara Desert</p>	<p>To identify the key attractions of tourism in the hot desert.</p> <p>To explain the opportunities that tourism brings to the hot desert.</p> <p>To evaluate the impact of tourism on the hot desert.</p>	<p>Learning Objectives:</p> <p>LO1: To identify why there are challenges of development in the Sahara Desert</p> <p>LO2: To investigate the challenges in the Sahara Desert</p> <p>LO3: To analyse the opportunities and challenges of development in the Sahara Desert</p>	<p>Learning Objectives:</p> <p>LO1: To define the keyword: 'desertification'</p> <p>LO2: To identify the causes of desertification</p> <p>LO3: To evaluate the causes of desertification</p> <p>(Assessment Opportunity)</p>	<p>Learning Objectives:</p> <p>LO1: To recall the keyword: 'sustainable'</p> <p>LO2: To investigate how we can manage the risk of desertification</p> <p>LO3: To analyse the effectiveness of managing desertification</p>	<p>Learning Objectives:</p> <p>LO1: To identify who has key stakes in the Sahel Region.</p> <p>LO2: To investigate different sides of the argument</p> <p>LO3: To create a debate on desertification in the Sahel.</p>	<p>Learning Objectives:</p> <p>LO1: To recall keywords from the Hot Deserts topic</p> <p>LO2: To identify weaknesses in our topic knowledge</p> <p>LO3: To examine our knowledge of our Hot Deserts topic.</p>
Homework: Climate Graph		Homework: Compare the adaptations of a plant/animal in the TRF and Hot Desert (6)			Homework: 9 marker		Homework: To create a poster advertising a way to reduce the risk of desertification		Homework: Revision Clock
Biome, Ecosystem, Hot Desert	Interdependent, Biotic, Abiotic, Nutrients, Decomposers, Biodiversity	Adaptation, Biodiversity, Ecosystem, Hot Desert	Mineral Extraction, Irrigation, Agriculture, Renewable Solar Energy	Tourism, opportunity, economy, traditional culture, environment.	Extreme Temperatures, Inaccessibility, Water Supply, Challenge, Development	Desertification, Climate Change, Precipitation, Fuel, Overgrazing, Over-cultivation, Population Growth	Desertification, Water Management, Tree Planting, Wind Erosion, Soil Management, Soil Erosion, Appropriate Technology	Stakeholder, Hot Desert, Agriculture, Management, Development	Oracy, Practice, Opportunity, Social, Environmental, Economic
Active, Attentive, Curious,	Learned, Attentive, Curious.	Learned, Attentive, Curious.	Active, Curious, Wise, Learned.	Wise, Learned, Hopeful.	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Active, Compassionate, Wise, Learned	Curious, Learned, Attentive

LEARNING JOURNEY: KS4 HOT DESERTS



1. What are the physical characteristics of Hot Deserts?

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2. How is the Hot Desert an Independent Ecosystem?

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4. What opportunities are there in the Sahara Desert?

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3. How have plants and animals adapted to live in Hot Deserts?

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5. What challenges are there in the Sahara Desert?

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6. What has caused desertification in the Sahel Region?

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8. Should development take place in Hot Desert regions?

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7. How can we manage desertification?

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9. Can we apply our knowledge to exam questions?

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Term 6- Year 9- Physical Geography- Revision

This topic is taught with the intent of recall from previous topics to prepare the students for Year 10. It is an opportunity to refine exam skill and ensure students are set up for the summer break homework. Builds confidence in the subject and ensures they are aware of the links between topics.

Lesson:	1- Natural Hazards- plate boundaries + case study recall.	2- Meteorological Formations and Typhoon Haiyan and Hurricane Katrina Case Study.	3- Mitigation and Adaptation of Climate Change.	4- Tropical Rainforests- Deforestation and Sustainability.	5- Hot Deserts – Desertification and Sustainability.
Learning Objectives:	To recall the major plate boundaries. To explain key formations. To apply and evaluate responses to natural hazards.	To recall the formation of a tropical storm. To name the conditions needed for a storm to form. To evaluate responses to a tropical storm.	To know the terms mitigation and adaptation. To explain both mitigation and adaptation strategies. To compare, analyse and evaluate strategies.	To recall reasons for deforestation. To understand the importance of protecting the TRF. To evaluate opportunities/challenges in the TRF.	To ensure confidence in the term ‘sustainability.’ To analyse opportunities in the hot desert. To ensure confidence in discussing the causes and effects of desertification.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	locational knowledge. Key vocab.	Graphical Skills and scientific links. Links to wider syllabus.	Locational knowledge, links to global community. Key vocabulary. Evaluation skills.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.
Pupil Profile:	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Active, Compassionate, Wise, Learned	Curious, Learned, Attentive

Assessment:

Term 6- Year 9- Human Geography- Revision

This topic is taught with the intent of recall from previous topics to prepare the students for Year 10. It is an opportunity to refine exam skill and ensure students are set up for the summer break homework. Builds confidence in the subject and ensures they are aware of the links between topics.

Lesson:	1- Opportunities and Challenges in Rio de Janeiro.	2- Favela Bairro Project.	3- Social inequality in Bristol- Stoke Bishop and Filwood.	4- Sustainable urban development- Freiburg.	5- Resource Management- Provision of Resources in the UK.
Learning Objectives:	To understand the opportunities and challenges in Rio de Janeiro. To recall statistics to discuss slum life. To evaluate the level of opportunity in the favelas.	To recall facts about the Favela Bairro Project. To analyse successes in the project. To evaluate a slum development project.	To recall facts about Stoke Bishop and Filwood. To understand issues of social inequality in the UK. To compare two sites in Bristol.	To understand the need for sustainable cities. To explain energy, water and waste disposal strategies in a sustainable city. To evaluate the success of sustainable cities.	To explain the distribution of resources in the UK. To recall the benefits of water transfer schemes with examples. To evaluate and analyse the UK's energy mix and choice of fuels.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	locational knowledge. Key vocab.	Graphical Skills and scientific links. Links to wider syllabus.	Locational knowledge, links to global community. Key vocabulary. Evaluation skills.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.
Pupil Profile	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Active, Compassionate, Wise, Learned	Curious, Learned, Attentive

Assessment: