Subject: Geography
Long-term plan Year 9

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	Our restless Earth. **1:** What is the structure of the Earth? What are the 4 different plate boundaries and what forms there? **2:** What are the causes and distribution of earthquakes? (longitude and latitude skill to plot earthquakes). How do volcanoes form and what are the two types? **3:** What are the different typed of volcanic hazards? What are the famous stratovolcanoes? Students watch documentary and produce extended writing to solidify knowledge. **4:** What were the effects of Haiti 2010 earthquake? What were the responses of the Haiti 2010 earthquake? **5:** What were the effects and responses of the Japan earthquake 2011? Why were the effects worse in the Haiti 2010 earthquake? **6:** What are the 3Ps and how do they help reduce the effect of earthquakes? Students design an earthquake resistant building. **7:** Assessment and feedback. Connected curriculum link: Here there is a link with science. Students will be asked to retrieve knowledge of Pangea and the break-up of the earth. Students also link to the different types of rock and how this effects the features that form on our earth (volcanoes).
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	
Aut1-6		
Aut1-7		
		Half term holiday
Aut2-1	November	The importance and distribution of resources. **1:** What are resources? What is the difference between renewable and non-renewable resources? **2:** What is the distribution of food and food consumption? Why do some countries have differing levels of food consumption? Why is there world hunger? **3:** Where does the UK get its food from? Why does the UK need to import so much food? What are food miles and how many food miles does is take to make a spaghetti Bolognese? Students practice the skill of scale. **4:** How does the increase of food link to climate change? How can we decrease our carbon footprint by the food we eat? **5:** Why is there so much food waste? How can we reduce food waste? (Link to global hunger) **6:** What is fair trade? Why is fair trade important? Is fair trade effective in producing more sustainable farming in LIC? Fair trade example: chocolate. **7:** Assessment and feedback. Connected curriculum link: Link to food technology where they have previously looked at where our food comes from and why we need to import food in to the UK. Also, students have previously looked at fair trade within food tech. Also link to science where we look at the carbon footprint that is created by transport and how this effects global warming. Also link to science in the knowledge of renewable and non-renewable resources. A do now retrieval can be used in order to pull upon knowledge at the start of this topic.
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	
Aut2-7		

		Christmas holiday
Spr1-1 Spr1-2 Spr1-3 Spr1-4 Spr1-5	January	<u>The power of water: Rivers.</u> **<u>1:</u>** How much water is on our planet? Where does our water come from and how much do we use? What is the long profile of a river and how does it change from source to mouth? **<u>2:</u>** What is the cross profile of a river? How does it change from source to mouth? Skill link: Cross profile graphs. What are the different types of erosion and transport? **<u>3:</u>** Erosional features: What are meanders and how do they form? How do they turn in to ox-bow lakes? Depositional features: What are flood plains and levees? What is the difference between a delta and estuary? **<u>4:</u>** What are the causes of flooding? Human and physical. What are flood hydrographs – skill link. **<u>5:</u>** What are the hard engineering strategies to reduce flooding? What are the soft engineering strategies to reduce flooding? **<u>6:</u>** Assessment and feedback. Connected curriculum link: Skill link with maths- students pull upon graph skills when completing cross profile graphs. Do now activity can be used to retrieve what the students already know about what is needed to construct a graph and how different types of graphs can be used to represent different types of data.
Spr1-6	February	
		Half term holiday
Spr2-1 Spr2-2		<u>The power of water: Coasts.</u> **<u>1:</u>** Introduction to coasts: what are the importance of coasts to people, the economy and the environment? What are the different type of waves and how do they affect the coastline? **<u>2:</u>** What are the different types of erosion? What features are formed (headlands and bays, crack, cave, arch, stack, stump, wave-cut notches and platforms). **<u>3:</u>** How is material transported and deposited at the coast? What landforms are created by deposition? **<u>4:</u>** How are our coasts threatened by climate change? Example: Joss Bay- possible filed trip. What is the difference between soft and hard engineering? **<u>5:</u>** How can we reduce the effects of flooding? DME on Joss Bay **<u>6:</u>** Assessment and feedback.
Spr2-3 Spr2-4 Spr2-5 Spr2-6	March	
	April	**Easter holiday**
Sum1-1 Sum1-2		<u>Russia.</u> **<u>1:</u>** Where is Russia in the world (physically and economically)? What are the main human and physical features? **<u>2:</u>** What is Russia's climate like? Climate graph: skill. What are the different biomes of Russia and how does this affect the population? **<u>3:</u>** What is Russia's population like? Choropleth activity and population pyramids. What is the difference between rural and urban areas in Russia? What are the impacts of rural-urban migration?
Sum1-3 Sum1-4 Sum1-5 Sum1-6	May	

		4: Why is Russia considered a 'superpower'? What influence does Russia have over the world? How does the Russian economy and resources compare to the UKs? **5:** What is nuclear energy? Why is it controversial? Case study of Chernobyl and how it impacted Russia and the wider world. **6:** Assessment and feedback.
	June	**Half term holiday**
Sum2-1 Sum2-2 Sum2-3 Sum2-4		Global issues. **1:** How have we affected our planet? Students first look at global warming and complete a global study of the effects of global warming **2:** What are the local effects of global warming? Study of the Thames and rising sea levels. Study of coral reefs and how they have been affected by global warming. Use of GIS to see the extent of coral bleaching. **3:** How much plastic do we produce? Where does this go? What are the global effects of plastic pollution? **4:** Issue evaluation booklet- should road building be completed in the Amazon? Students to read through the booklet and the issue depicted figure by figure. **5:** Issue evaluation booklet- should road building be completed in the Amazon? Students to read through the booklet and the issue depicted figure by figure. **6:** Students to complete a DME on the issue. Students take the view from different stakeholders before reaching a conclusion on whether the road building in the Amazon should take place. **7:** Assessment and feedback.
Sum2-5 Sum2-6 Sum2-7	July	