



**Without
geography,
you're
nowhere.**

Long Term Plan Y9 Geography



| Half term | Unit title | Key knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) | Link to subject intent and ethos 'Without geography, you're nowhere' | Anticipated misconceptions | Links to previous KS | Links to future KS | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural capital | Career link |
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| 1 | How do populations change over time and what are the challenges? | <p>Factors affecting population - Linked to stages of the DTM.</p> <p>Population control - China's one Child Policy and Japan's ageing population - Causes and effects.</p> <p>Impact of population on global resources and international migration.</p> | <p>Population pyramids. Use of data - Mean, mode, range. Describing global distribution patterns - Continents and countries.</p> | <p>Understanding of the different challenges countries face with populations and the global impact of a growing population.</p> | <p>Rich countries can afford to have more children and therefore will have a higher birth rate.</p> <p>All migration is illegal/a negative process which only helps the migrant.</p> <p>Africa is a country.</p> | <p>Builds on the studies of continents at KS3.</p> <p>Human processes - Population growth/decline and migration.</p> | <p>KS4 links - Changing economic world, natural resources and urban environments.</p> | <p>Argument and debate on the merits of the One Child Policy and an ageing population.</p> <p>Solutions and recommendations for managing the impact of a growing global population on the Earth's resources.</p> | <p>Developing personal values and beliefs.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p> | <p>The opportunities and challenges of China's One Child Policy.</p> <p>The importance and responsibility of supporting different groups within a population - Elderly and young.</p> | <p>Resource planning - Local councils, government and central government.</p> <p>Migration and refugee support and management.</p> |
| 2 | How does | Define | Examining | Understandi | Fair Trade | Builds on | KS4 links - | Evaluation of | Developing | Students | Business |

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| | globalisation lead to an increasingly connected world? | <p>globalisation, its causes and effects.</p> <p>Role of TNC's such as Nike and the impact they have on people and economies.</p> <p>The aims and success of Fair Trade schemes.</p> <p>UK's wider global context.</p> | <p>and arguing for and against TNC's and Fair Trade schemes.</p> <p>Examining evidence and forming conclusions.</p> <p>Evaluating the impact of global agreements.</p> | ng of the global community. | always brings about positives for LIC farmers. | knowledge of where manufactured items come from and the impact of trade. | Changing economic world. | <p>the impact of TNC's and sport on globalisation and the pros and cons of this.</p> <p>Examine the current and potential impacts of Brexit on the UK's global position.</p> | <p>personal values and beliefs.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p> | <p>understand and examine the opportunities and challenges of TNC's in LIC's and how they can lead to exploitation.</p> <p>The importance and role of Fair Trade and responsible/ethical products.</p> | and the manufacturing industry. |
| 3 | Why is conservation of the world's resources so important but challenging? | <p>Describing and explaining global patterns of resource production and consumption</p> <p>Analysing the changes in demand of food, water and energy resources.</p> <p>Examining the impact of resource strain such as Water Wars and the sustainable management of global</p> | <p>Describing global distribution patterns.</p> <p>Interpretation of data - Pie, line and bar charts.</p> <p>Use of news reports and textual sources.</p> | Understanding of environmental responsibility and stewardship. | <p>We have unlimited resources.</p> <p>The water we drink is 'brand-new'.</p> <p>Fossil Fuels have already ran out.,</p> | Builds on the study of resource conservation at KS2 and environmental responsibility . | KS4 links - The challenge of natural resources. | <p>Evaluation and analysis of the likely future impacts and strains on global resources and the solutions to this.</p> | <p>Developing personal values and beliefs.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p> | <p>The disparity between resource availability and consumption .</p> <p>Knowledge and understanding of the link between resources and development .</p> | <p>Resource planning - Food, water and energy.</p> <p>Farming.</p> <p>Energy production and renewable energy production (Green energy)</p> |

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| | | resources. | | | | | | | | | |
| 4 | What are the challenges of tectonic hazards? | <p>Describing and explaining plate movements and their features. .</p> <p>Two contrasting earthquake case studies.</p> <p>Living and working in hazardous areas.</p> <p>Managing and reducing the effects of tectonic hazards.</p> | <p>Drawing and annotating diagrams to show physical processes.</p> <p>Data skills - Mean, mode, median, range - Analysing and comparing data sets.</p> <p>Describing global distribution patterns.</p> | Understanding physical processes of the Earth. | <p>Tornadoes are formed through plate movements.</p> <p>Earthquakes and volcanoes only happen on land.</p> <p>It is possible to completely prevent earthquakes and volcanic eruptions from happening.</p> | Builds on the knowledge of natural hazards and extreme events studied at KS2. | KS4 links - The Challenge of Natural Hazards. | <p>Evaluation of adaptation and mitigation strategies used to manage the impacts of tectonic hazards.</p> <p>Balanced arguments and debate for living in hazardous areas.</p> | <p>Developing personal values and beliefs.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p> | <p>The opportunities and challenges of living in tectonically active areas.</p> <p>Comparison of earthquake events in LIC's and HIC's.</p> | <p>Hazard management and reduction.</p> <p>Forecasting.</p> <p>Data analysis and planning.</p> |
| 5 | What are the challenges of atmospheric hazards? | <p>Explaining global tropical storm distribution patterns.</p> <p>Typhoon Haiyan - Tropical storm case study - Impacts and responses.</p> <p>UK extreme weather events - examples, causes, responses</p> | <p>Describing global distribution patterns.</p> <p>Data skills - Mean, mode, median, range - Analysing and comparing data sets.</p> <p>Reading and interpreting graphical data to show changes over time.</p> | Understanding physical processes of the Earth. | <p>Tropical storms and tornadoes are the same.</p> <p>The UK doesn't experience any extreme weather events.</p> | Builds on the knowledge of natural hazards and extreme events studied at KS2. | KS4 links - The Challenge of Natural Hazards. | <p>Evaluation of the impacts and responses to a Tropical storm event.</p> <p>Evaluation of the management of extreme weather events in the UK.</p> | <p>Developing personal values and beliefs.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p> | <p>The impact of extreme weather events in the UK and in the local area.</p> | <p>Hazard management and reduction.</p> <p>Forecasting.</p> <p>Data analysis and planning.</p> <p>Meteorology</p> |

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| | | and management | | | | | | | | | |
| 6 | What are the challenges of global climate change? | <p>The natural and human causes of climate change.</p> <p>The social, economic and environmental impacts of climate change.</p> <p>Mitigation and adaptation strategies for managing the effects of climate change.</p> | <p>Interpreting graphical data to show changes over time.</p> <p>Analysing and evaluating impacts and making predictions.</p> <p>Use of news reports and textual sources.</p> | Understanding physical processes of the Earth. | <p>The Greenhouse effect and the enhanced greenhouse effect are the same.</p> <p>Climate change is not happening.</p> <p>All climate change is a result of human behaviour.</p> | Builds on the knowledge of climate change and environmental responsibility studied at KS2. | KS4 links - The challenge of Natural Hazards. | <p>Evaluation and prediction of the likely future impacts of climate change.</p> <p>Balanced arguments and examining the value of different evidence sources.</p> | <p>Developing personal values and beliefs.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p> | <p>Climate change as a topical, global issue.</p> <p>The aims and impacts of international climate change agreements.</p> | Renewable energy production. |