



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
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 and

	globalisation lead to an increasingly connected world?	globalisation, its causes and effects. Role of TNC's such as Nike and the impact they have on people and economies. The aims and success of Fair Trade schemes. UK's wider global context.	and arguing for and against TNC's and Fair Trade schemes. Examining evidence and forming conclusions. Evaluating the impact of global agreements.	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.	the impact of TNC's and sport on globalisation and the pros and cons of this. Examine the current and potential impacts of Brexit on the UK's global position.	personal values and beliefs. Understanding human feelings and emotions. Developing and expressing personal views and opinions.	understand and examine the opportunities and challenges of TNC's in LIC's and how they can lead to exploitation. The importance and role of Fair Trade and responsible/ethical products.	the manufacturing industry.
3	What are the challenges of tectonic hazards?	Describing and explaining plate movements and their features. . Two contrasting earthquake case studies. Living and working in hazardous areas. Managing and reducing the effects of tectonic hazards.	Drawing and annotating diagrams to show physical processes. Data skills - Mean, mode, median, range - Analysing and comparing data sets. Describing global distribution patterns.	Understanding physical processes of the Earth.	Tornadoes are formed through plate movements. Earthquakes and volcanoes only happen on land. It is possible to completely prevent earthquakes and volcanic eruptions from happening.	Builds on the knowledge of natural hazards and extreme events studied at KS2.	KS4 links - The Challenge of Natural Hazards.	Evaluation of adaptation and mitigation strategies used to manage the impacts of tectonic hazards. Balanced arguments and debate for living in hazardous areas.	Developing personal values and beliefs. Understanding human feelings and emotions. Developing and expressing personal views and opinions.	The opportunities and challenges of living in tectonically active areas. Comparison of earthquake events in LIC's and HIC's.	Hazard management and reduction. Forecasting. Data analysis and planning.
4	What are the challenges of	Explaining global	Describing global	Understanding physical	Tropical storms and	Builds on the knowledge of	KS4 links - The	Evaluation of the impacts	Developing personal	The impact of extreme	Hazard management

	atmospheric hazards?	tropical storm distribution patterns. Typhoon Haiyan - Tropical storm case study - Impacts and responses. UK extreme weather events - examples, causes, responses and management .	distribution patterns. Data skills - Mean, mode, median, range - Analysing and comparing data sets. Reading and interpreting graphical data to show changes over time.	processes of the Earth.	tornadoes are the same. The UK doesn't experience any extreme weather events.	natural hazards and extreme events studied at KS2.	Challenge of Natural Hazards.	and responses to a Tropical storm event. Evaluation of the management of extreme weather events in the UK.	values and beliefs. Understanding human feelings and emotions. Developing and expressing personal views and opinions.	weather events in the UK and in the local area.	and reduction. Forecasting. Data analysis and planning. Meteorology
5	What are the challenges of global climate change?	The natural and human causes of climate change. The social, economic and environmental impacts of climate change. Mitigation and adaptation strategies for managing the effects of climate change.	Interpreting graphical data to show changes over time. Analysing and evaluating impacts and making predictions. Use of news reports and textual sources.	Understanding physical processes of the Earth.	The Greenhouse effect and the enhanced greenhouse effect are the same. Climate change is not happening. All climate change is a result of human behaviour.	Builds on the knowledge of climate change and environmental responsibility studied at KS2.	KS4 links - The challenge of Natural Hazards.	Evaluation and prediction of the likely future impacts of climate change. Balanced arguments and examining the value of different evidence sources.	Developing personal values and beliefs. Understanding human feelings and emotions. Developing and expressing personal views and opinions.	Climate change as a topical, global issue. The aims and impacts of international climate change agreements.	Renewable energy production.
6	Why is conservation	Describing and	Describing global	Understanding of	We have unlimited	Builds on the study of	KS4 links - The	Evaluation and analysis	Developing personal	The disparity between	Resource planning -

	of the world's resources so important but challenging?	<p>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 resources.</p>	<p>distribution patterns.</p> <p>Interpretation of data - Pie, line and bar charts.</p> <p>Use of news reports and textual sources.</p>	environmental responsibility and stewardship.	<p>resources.</p> <p>The water we drink is 'brand-new'.</p> <p>Fossil Fuels have already ran out.,</p>	resource conservation at KS2 and environmental responsibility .	challenge of natural resources.	of the likely future impacts and strains on global resources and the solutions to this.	<p>values and beliefs.</p> <p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p>	<p>resource availability and consumption.</p> <p>Knowledge and understanding of the link between resources and development.</p>	<p>Food, water and energy.</p> <p>Farming.</p> <p>Energy production and renewable energy production (Green energy)</p>
--	--	--	---	---	--	---	---------------------------------	---	--	---	--