

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<p><b>Autumn Term</b></p> <p><b>Half Term 1</b></p>	<p><b>What opportunities and challenges does Population Change bring?</b></p> <ul style="list-style-type: none"> <li>Population change</li> <li>Distribution</li> <li>Population pyramids</li> <li>Population management – UK ageing population and China’s 2 child policy</li> <li>Migration</li> </ul> <p>Successful Learners Programme – revision strategies 1: flash cards, quizzing and brain dumps.</p>	<ul style="list-style-type: none"> <li>Population pyramid assessment</li> <li>Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>This will add to knowledge covered in the Development topic in Year 7</li> <li>Geographical themes: skills geographical processes (population change), sustainability, conflict and diversity.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Choropleth maps</li> <li>Line graphs</li> <li>Bar charts</li> <li>Population pyramids</li> </ul>	<ul style="list-style-type: none"> <li>Key word glossary and key word test.</li> <li>A guided reading on migration.</li> <li><b>Oracy</b> – discussion – is the 2-child policy fair? Using concept cartoons.</li> </ul>
<p><b>Autumn Term</b></p> <p><b>Half Term 2</b></p>	<p><b>How does coastal management create conflict?</b></p> <ul style="list-style-type: none"> <li>Waves and tides</li> <li>Coastal processes – weathering and erosion, transport (including longshore drift), deposition</li> <li>Coastal landforms – erosion and deposition (spits)</li> <li>GIS – spits.</li> <li>OS map skills</li> <li>Coastal management strategies – hard and soft engineering (including managed retreat)</li> <li>Mappleton case study</li> </ul> <p>Decision Making Exercise.</p>	<ul style="list-style-type: none"> <li>Year 9 Exam Week – questions based on learning from all of KS3 so far with a range of question types.</li> <li>Decision Making Exercise to be teacher assessed.</li> <li>Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>This will build on knowledge of geographical processes from Year 8. Where the focus in Rivers was the processes, here it will be more on the management.</li> <li>Wherever possible, OS map skills are included to support in the securing of these skills.</li> <li>GIS activities become more challenging, building on earlier, more simple activities.</li> <li>Key geographical themes: Place and locational knowledge, geographical skills, geographical processes, conflict and diversity, sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Key word glossary and key word test.</li> <li><b>Oracy – bullseye to be used for explaining processes that lead to landform formation.</b></li> <li><b>Concept cartoons and talk tactics to be used for preparation for DME.</b></li> </ul>

<p style="text-align: center;"><b>Spring Term</b></p> <p style="text-align: center;"><b>Half Term 3</b></p>	<p><b>Why is the Middle East an important region?</b></p> <ul style="list-style-type: none"> <li>• The physical characteristics of the Middle East and the effects those have on the region.</li> <li>• Investigating the diversity of the Middle East's people and the reasons for that.</li> <li>• The economic growth of the region, in particular how natural resources can bring opportunities and challenges for development (focus on Dubai and Yemen).</li> <li>• GIS in the Middle East.</li> </ul>	<ul style="list-style-type: none"> <li>• Small multiple choice and short answer questions based on key terms and use of skills as part of class time and homelearning.</li> <li>• Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop their prior learning on development, applying this to new regions and new factors driving or hindering development.</li> <li>• They will revisit population by analysing population pyramids.</li> <li>• Skill based activities will allow pupils to revisit key skills introduced in Years 7 and 8. Including: <ul style="list-style-type: none"> <li>- Climate graphs</li> <li>- Atlas maps</li> <li>- Choropleth maps</li> <li>- Thematic maps</li> <li>- Population pyramids.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A key word glossary and key word test.</li> <li>• A guided reading task is included in the lesson about Yemen.</li> <li>• Oracy opportunity – pupils to discuss their ideas for Geographical themes.</li> </ul>
	<p><b>“How will climate change affect the world and what can we do about it?”</b></p> <ul style="list-style-type: none"> <li>• To investigate the evidence for climate change</li> <li>• To be able to explain the human and physical causes of climate change</li> <li>• Impacts of climate change on different areas of the world and the UK</li> <li>• Managing climate change – mitigation and adaptation</li> </ul>	<ul style="list-style-type: none"> <li>• Small multiple choice and short answer questions based on key terms and use of skills as part of class time and home learning.</li> <li>• Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will consider how their learning fits into the wider geographical themes of locational and place knowledge, diversity and conflict, processes and skills.</li> <li>• It supports learning in many other topics, such as natural hazards and ecosystems.</li> <li>• The key themes include geographical processes, sustainability, skills.</li> </ul>	<ul style="list-style-type: none"> <li>• A key word glossary and key word test.</li> <li>• A guided reading on the effects of climate change.</li> <li>• Oracy – pupils to discuss whether it is hypocritical for HICs to tell LICs/NEEs that they cannot use fossil fuels for their development, using concept cartoons</li> </ul>

<p><b>Summer Term</b></p> <p><b>Half Term 5</b></p>	<p>How do Tectonic Hazards affect people?</p> <ul style="list-style-type: none"> <li>• Explaining what a natural hazard is and the factors affecting the risk.</li> <li>• Theory of plate tectonics and tectonic processes</li> <li>• A comparison of two earthquakes and the reasons for the difference in affects and responses.</li> <li>• Successful Learners Programme – revision strategies 2: flash cards, quizzing and brain dumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Small multiple choice and short answer questions based on key terms and use of skills as part of class time and homelearning.</li> <li>• Evaluation question comparing effects of earthquakes.</li> <li>• Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>• This topic builds on knowledge of development from year 7.</li> <li>• Key themes are locational/place knowledge, geographical processes, diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• A key word glossary and key word test.</li> <li>• Evaluation question with support – modelling of structure, key words to include. Pupils to discuss their ideas to include before writing up, using talk tactics. Bullseye to be used for process explanation.</li> </ul>
<p><b>Summer Term</b></p> <p><b>Half Term 6</b></p>	<p>How does the weather affect our lives?</p> <ul style="list-style-type: none"> <li>• How global atmospheric circulation affects climate conditions in the UK, topics and along the equator. Later, how this can help in the formation of tropical storms.</li> <li>• The formation and characteristics of tropical storms.</li> <li>• How climate change is likely to affect distribution, frequency and intensity of tropical storms</li> <li>• A case study of a tropical storm to consider the causes, effects and responses.</li> <li>• Investigating how the effects of tropical storms can be reduced.</li> <li>• A study of the evidence that the UK's weather is getting more extreme, with an example of a recent extreme weather event (currently Storm Desmond)</li> <li>• Microclimate enquiry (on-site fieldwork)</li> </ul>	<ul style="list-style-type: none"> <li>• Small multiple choice and short answer questions based on key terms and use of skills as part of class time and homelearning</li> <li>• Evaluation question evaluating the responses of a tropical storm.</li> <li>• Year 9 exam – focus on tectonic hazards.</li> <li>• Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>• This topic allows pupils to practice explaining processes in a logical sequence.</li> <li>• The key geographical themes are location/place knowledge, geographical processes.</li> </ul>	<ul style="list-style-type: none"> <li>• A key word glossary and key word test.</li> <li>• Guided reading activity considering the vulnerability of the Philippines.</li> <li>• Evaluation question with support – modelling of structure, key words to include. Pupils to discuss their ideas before writing up their response, using talk tactics.</li> </ul>