CURRICULUM MAP FOR: GEOGRAPHY YEAR 9

Topic 1: Violent Planet <u>What is the structure of the Earth?</u> There are four layers of the Earth: the inner core, the outer core, the mantle and the crust. There are two types of crust: oceanic and continental. <u>Why do tectonic plates move?</u> The crust is broken up into tectonic plates which have moved over time from the supercontinent of Pangaea to the world today. The Earth's crust moves because of convection currents (circular movements of magma in the mantle). <u>What are plate boundaries?</u> There are four types of plate boundaries. Plates move apart at destructive plate boundaries. Plates move together at constructive plate boundaries. Plates move past each other at conservative plate boundaries. Finally two continental plates move together at collision plate boundaries. <u>How are volcanoes formed?</u> Magma rises through a gap in the mantle and solidifies. This repeats over time until a volcano is formed. Volcanos are formed along destructive and constructive plate boundaries. <u>Are all volcanoes dangerous?</u> Volcanoes can either be active, dormant or extinct. There are two types of volcanoes: composite and shield. <u>Why did the Mount Saint Helen's volcano erupt?</u> The tectonic plates got stuck causing pressure to be built up over time. Eventually the plates jerked past each other and the pressure was released, causing magma to rise to the surface in the form of a volcanic eruption. <u>What are the effects of a volcanic eruption?</u> There are social, economic and environmental effects of volcanic eruptions. These are either primary or secondary effects. <u>How can we reduce the effects of a volcanic eruption?</u> Effects can be made less severe by prediction, planning and protection measures. <u>How can we respond to volcanic eruptions?</u> There are different responses to volcanic eruptions including creating risk assessments and hazard maps. <u>Why do people choose to live near volcanoes?</u> People live near volcanoes for a number of reasons including: employment opportunities, fertile ground, faith in the government to protect them or the presence of family and/or friends. <u>How do earthquakes happen?</u>		Guided reading opportunity – are all volcanoes dangerous? Pupils explore active, dormant and extinct volcanoes. Guided reading opportunity – Mount St Helens case study exploration
		Extended writing opportunity – Mount St Helens case study Extended writing opportunity – explain one advantage and one disadvantage of living near volcanoes
		Group work discussion – how can we respond to volcanic eruptions? Montserrat decision making exercise 'Turn and talk' opportunity – identifying different effects from an image
	Homework	Complete homework set on Quizlet.

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Earthquakes can happen at any plate boundary. Tectonic plates get stuck causing pressure to be built up over time. Eventually the plates jerk past each other and the pressure is released as an earthquake. <u>How do tsunamis happen?</u> Tsunamis happen due to underwater earthquakes, volcanic eruptions or landslides on the ocean floor. Water is displaced and moves upwards, creating a tsunami that moves towards the shore.		
Topic 2: Inequality <u>What is inequality?</u> Inequality is the differences between poverty and wealth as well as between wellbeing and social opportunities e.g. job access. There are different types of inequality including gender inequality, economic inequality and political inequality. <u>Is there inequality on a global scale?</u> There is inequality globally, this can be seen by looking at GDP and a range of indicators, such as Literacy rate and life expectancy. <u>What are the effects of inequality?</u> Inequality can impact areas in different ways. This is linked to other factors that are in place for each country. <u>How can we tackle global inequality?</u> There is a global response to try and tackle inequality. The 2032 Agenda for Sustainable Development, adopted by all United Nation States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and in the future. There are 17 Sustainable Development Goals. <u>How can we measure inequality?</u> Inequality within a country can be measured using models. The Lorenz curve is a way of showing the distribution of income within an economy. It is designed to represent the wealth inequality within a nation or social group. The Gini coefficient is a measure of the degree of inequality in a society. This can then be used to compare between countries over time. <u>Are there regional differences in the UK?</u> The north-south divide is a term used to describe the social, economic and cultural disparities between London and the south-east of England and the rest of the UK. The UK government has issued £4.8 billion to the Levelling Up Fund that is used to help UK communities Level Up. <u>How can the UK reduce regional differences?</u> The UK has a very high level of income inequality compared to other developed countries.		Guided Reading Opportunities: Inequality within the UK. Guided Reading Opportunities: Types of inequality and their effects.
		Extended writing opportunity – Explain what inequality is and what the different types of inequality are. Extended writing opportunity – Explain what the north/south divide is in the UK and the problems this causes for a country.
		'Turn and talk opportunity – inequality within the UK and within Wolverhampton. Debate opportunity – Which of the 17 Sustainable Development Goals is the most effective for tackling global inequality.
	Homework:	Complete homework set on Quizlet.

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<u>Is there inequality where I live?</u> Wolverhampton is located within the West Midlands. In Wolverhampton there are high levels of inequality compared to the south of England and London.		
Topic 3: Weather and climate change <u>How is weather different to climate?</u> Weather is the current state of the atmosphere whereas climate is the long term average of weather in a particular place. <u>What are low pressure weather systems?</u> Low pressure weather systems are created by rising warm air, cooling and condensing. An example of a low pressure weather system is a depression. <u>What are high pressure weather systems?</u> High pressure weather systems are created by descending air, which reduces the formation of cloud and leads to light winds and settled weather conditions. <u>What are greenhouse gases?</u> Greenhouse gases are those gases in the atmosphere that raise the surface temperature of planets such as the Earth. They include: carbon dioxide, methane and nitrous oxide. <u>How do humans cause global warming?</u> Humans burn fossil fuels (coal, oil and gas) for industry and transportation. Deforestation and agriculture also cause global warming. <u>Is climate change natural?</u> Volcanic eruptions and sunspots are two natural causes of climate change. <u>Is there evidence of climate change?</u> Evidence that climate has changed over time includes tree rings, ice cores and pollen analysis. <u>What are the global consequences of climate change?</u> Global consequences of climate change include: melting ice caps, sea level rise, ocean acidification, increased temperatures and extreme weather events. <u>How is climate change affecting glaciers?</u> Glaciers are melting and retreating as a result of rising temperatures. Conditions are no longer cold enough for ice formation. <u>What are consequences of climate change for the UK?</u> Consequences include: increased demand for water, extreme weather, sea level rise, increased food prices and impacts to tourism. <u>How can we prevent climate change?</u>		Guided reading opportunity – exploration of the effects of global warming
		Extended writing opportunity – explain the social, economic and environmental consequences of climate change Extended writing opportunity – describe the possible effects of climate change on the UK
		‘Turn and Talk’ opportunity: What are the effects of global warming.
	Homework:	Complete homework set on Quizlet.

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Climate change can be prevented through mitigation and adaptation strategies. An example of mitigation is afforestation and an example of adaptation is building flood defences.		
Topic 4: Resources <u>How do resources influence wellbeing?</u> The essential resources (food, water and energy) improve quality of life and standard of living. <u>How are resources distributed globally?</u> Resources are unevenly distributed. HICs tend to have more whilst LICs tend to have fewer. <u>What are impacts of food insecurity?</u> Food insecurity is when a country can't supply enough food to feed its population. Impacts include: famine, undernutrition, soil erosion, rising prices and social unrest. <u>How can we increase food supply?</u> Globally there is enough food to feed the world's population. Food supply can be increased for specific regions by: irrigation, aeroponics/hydroponics, the 'new' green revolution and technology. <u>How can we make food production sustainable?</u> The production and distribution of chocolate and bananas is a long process. Fairtrade tries to make it sustainable by improving social and economic conditions for primary producers. <u>How do fossil fuels give us energy?</u> Fossil fuels are a type of non-renewable energy that are often burnt to create energy. There are three main types of fossil fuels: coal, oil and gas. These are finite resources and will run out. <u>What are the main sources of renewable energy?</u> Renewable energy are infinite energy sources which are more environmentally friendly. Examples of renewable energy include: solar power, wind power and hydro-electric power. <u>How has the UK's energy mix changed over time?</u> Historically the UK used mainly non-renewable energy sources however now uses more renewable sources in its energy mix. <u>What are the advantages and disadvantages of using nuclear power?</u> Advantages of nuclear power include: low carbon emissions, investment to ensure safety and low running costs. Disadvantages of nuclear power include: storing waste can be expensive, it is highly radioactive and accidents can be deadly.		Guided reading opportunity – exploration of fossil fuels Guided reading opportunity - the Chernobyl disaster
		Extended writing – explain the advantages and disadvantages of using fossil fuels Writing opportunity – using a graph, describe the UK's energy mix Extended writing – to what extent should we consider using nuclear energy?
		'Turn and talk' opportunity – the nuclear debate
	Homework:	Complete homework set on Quizlet.

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<u>How did nuclear power affect Chernobyl?</u> The Chernobyl disaster was caused by workers ignoring safety protocols during routine maintenance of the power plant. The effects of the disaster were: 28 people died, roughly 100 people were injured, childhood cancer cases increased and the land was contaminated. Many effects are long term. <u>The Nuclear Debate</u> Opinions on using nuclear power vary significantly.		
Topic 5: Factfulness <u>Are we wrong about the world?</u> A fact based world view is only carrying opinions for which you have supporting facts. An overdramatic worldview draws people to the most dramatic and negative answers. <u>Is the world better than we think?</u> Historically, countries had a low life expectancy (less than 40 years) and low income per person (less than $3,000). Today, all countries however have over 40 years life expectancy and over $3,000 income per person however the difference between rich and poor is enormous. <u>Where are the majority?</u> The majority of people in the world are found in middle income countries (levels 2 and 3). <u>How is life different on each income level?</u> Quality of life improves from Level 1 to Level 4. Factors considered are: cooking, eating, drinking water, transportation and sleeping. <u>How can Dollar Street teach us about development?</u> Images are useful tools for learning about development. Pupils must be able to navigate Dollar Street. There are inequalities between countries. There are inequalities within countries. <u>Why should we be positive about the world we live in?</u> Slow change is different to no change. Things can be bad but still be better than they were eg more people were in extreme poverty in 1800 compared to now <u>Are all lines straight?</u> Global population is not thought to exceed 11 billion, this is due to the fill up effect. <u>Is the world a dangerous place?</u> The reason natural disasters kill so many fewer people today is not that nature has changed. It is that the majority of people no longer live on Level 1. Disasters hit		Factfulness by Hans Rosling Guided reading opportunity - Pupils read an introduction extract from Factfulness exploring worldviews Guided reading opportunity - Pupils read an extract from Factfulness exploring the four income levels Guided reading opportunity – is the world a dangerous place? Guided reading opportunity – is Africa's destiny to remain poor?
		Extended writing opportunity - Pupils explain two reasons why we can be more positive about the world Extended writing opportunity - Pupils explain why the statement *"If you keep saving poor children, you'll kill the planet by causing overpopulation"* is incorrect Extended writing opportunity – pupils write a final report answering the enquiry question "Are we wrong about the world? Are things better than we think?"
		'Turn and talk' opportunity - Are humans smarter than chimps? Class vote using mini whiteboards. Think-pair-share - how useful are averages when studying data? 'Turn and talk' - what are examples of bad things that are decreasing in the world? What are examples of good things that are increasing in the world?

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countries on all income levels, but the harm is very different. With more money comes better preparedness. <u>Is Africa's destiny to remain poor?</u> Mozambique is located in south-east Africa. Africa is a continent made up of 54 countries. Standard of living and quality of life in Mozambique has improved over time. Development indicators show that on average Africa is behind other continents however there is progress being made e.g. the fall in extreme poverty <u>Why is a single story wrong?</u> Africa is a continent made up of 54 countries. Not all of these countries are developing/low-income/Level 1 countries! 'A single story' – looking at a concept/place from one perspective only e.g. Africa is poor. Nigeria is located on the west coast of Africa. Makoko is a slum area that is not representative of the entire country. <u>How can Gapminder teach us about development?</u> There are various development indicators which tell us about development e.g. life expectancy, babies per woman, income and child mortality. These are different for each country and change over time.	Homework:	Complete homework set on Quizlet

Year 9 Half Term 1: Violent Planet - Curriculum Related Expectations

Students can use these subject specialist words:

Inner core	Outer core	Mantle	Volcanoes
Crust	Oceanic crust	Continental crust	Tsunami
Tectonic plates	Convection currents	Destructive plate boundary	Earthquakes
Constructive plate boundary	Conservative plate boundary	Collision plate boundary	Risk assessment
Magma	Lava	Active	Hazard maps
Dormant	Extinct	Composite	Secondary
Shield	Social	Economic	Primary
Environmental			

Students know:

- What the four layers of the Earth are called.
- The two types of crust that make up the Earth.
- What tectonic plates are and the process that causes them to move.
- What the four types of plate boundary are and their features.
- How volcanoes are formed.
- What the different types of volcanoes are and there status – active, dormant and extinct.
- Why Mount St. Helens erupted and the social, economic and environmental impacts of this.
- How we can reduce the effects of a volcanic eruption.
- The reasons why people choose to live near volcanoes.
- What causes earthquakes.
- What causes a tsunami.

Students can:

- State the four layers of the Earth – Crust, Mantle, Outer Core, Inner Core.
- Describe the features of the oceanic and continental crust.
- Explain how convection currents cause the tectonic plates to move.
- Describe the features of a destructive, constructive, conservative and collision plate boundary.
- Explain how volcanoes are formed.
- Describe the different stages a volcano goes through from active to dormant to extinct.
- Explain the causes of the Mount St. Helens eruption and describe the social, economic and environmental impacts.
- Explain the ways in which humans can reduce the impact of volcanic eruptions.
- Explain the reasons why people live near volcanoes. E.g. farmers for the fertile soil.
- Explain what causes earthquakes.
- Explain what causes tsunamis.

Lesson >> / Part		1	2	3	4	5	6	7	8	9
1		Question based on last year. A range of questions from topic 1 – 5 to check for knowledge recall.	Questions based on layers of the earth and features of oceanic and continental crust.	Extended Do it Now based on learning from the past two lessons. Knowledge recall.	Questions based on features of plate boundaries.	Questions based on formation of volcanoes.	Questions based on the features of shield and composite volcanoes.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on Mount St Helen's eruption.	Questions based on the 3P's and Mount St Helen's.
2		What is the structure of the earth. What are the two types of crust. **Vocabulary:** **Inner core** **Outer core** **Mantle** **Crust** **Oceanic** **Continental**	What are tectonic plates and what causes them to move. Is there evidence that the tectonic plates have moved – Pangaea to present. **Vocabulary:** **Pangaea** **Tectonic plates** **Convection currents**	What are the four types of plate boundary and how does each plate boundary move. **Vocabulary:** **Constructive** **Destructive** **Conservative** **Collision** **Plate boundary**	How are volcanoes formed. What plate boundaries are volcanoes formed on. **Vocabulary:** **Magma** **Volcanoes** **Destructive** **Constructive**	What are three categorisations of volcanoes. What are the two types of volcano. **Vocabulary:** **Active** **Dormant** **Extinct** **Shield** **Composite**	What caused the eruption of Mount St Helen. Case Study: Mount St Helen. **Vocabulary:** **Eruption** **Pressure**	What are the social, economic and environmental effects of a volcanic eruption. Case Study: Mount St Helens. **Vocabulary:** **Social** **Economic** **Environmental**	What can be done to reduce the effects of a volcanic eruption. **Vocabulary:** **Prediction** **Planning** **Protection**	How can people respond to volcanic eruption. How can risk assessments and hazard maps be used effectively. **Vocabulary:**
3		Students label a diagram of the structure of the earth. Students compare the features of the oceanic and continental crust.	Students annotate a diagram of convection currents and explain how convection currents cause the tectonic plates to move. Students look at pictures of the world from Pangaea to present and assess whether there is evidence of the tectonic plates moving.	.Students draw the different types of plate boundary and write the features of each type.	Students explain how volcanoes are formed and explain why the form on destructive and constructive plate boundaries.	Students do a keyword/definition match up for active, dormant and extinct. Students annotate the features of shield and composite volcanoes.	Students study Mount St Helen and the lead up to the volcanic eruption. Students decide whether the eruption was usual or unusual.	Students study the social, economic and environmental effects that the Mount St Helen's eruption caused.	Students analyse how the 3P's – Prediction, Planning and Protection can be used to reduce the effects of a volcanic eruption.	Students look at how risk assessments and hazard maps can be used effectively to respond to volcanic activity. Students complete a DME task where they are given scenarios to respond to using risk assessments and hazard map planning.
4		Based on layers of the earth and features of the two crusts.	Based on tectonic plate movement.	Based on the different features of the plate boundaries.	Based on formation of volcanoes.	Based on classification of volcanoes.	Based on Mount St Helen's eruption.	Based on Mount St Helen's eruption.	Based on the 3P's.	Based on responding to volcanic eruptions.

10	11	12	13
Questions based on risks of volcanic eruptions.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on causes of earthquakes.	Questions based on previous learning, what have students learnt in this topic.
Why do people choose to live near active volcanoes.	What causes earthquakes to happen and at what plate boundaries are they most commonly found along. **Vocabulary: Earthquakes**	What are tsunamis. What causes tsunamis to happen. **Vocabulary: Tsunamis**	Go through expectations on completing an End of Topic Assessment.
Students complete a pinwheel activity studying the different opportunities that people face when living near volcanoes. E.g. Tourism, and farming.	Students describe the process that causes earthquakes to happen. Students look at a earthquake map and see earthquakes happen along all plate boundaries.	Students explain how tsunamis are formed and plot the Japan tsunami on a map.	Students compete the End of Topic Assessment independently. Peer marking of Assessment with teacher modelling the correct answers.
Based on different opportunities of living near volcanoes.	Based on earthquakes.	Based on tsunamis.	End of topic review, a range of questions based on learning for the topic.

Year 9 Half Term 2: Inequality - Curriculum Related Expectations

Students can use these subject specialist words:

Inequality	Poverty	Wealth	Social opportunities
Gender inequality	Economic inequality	Political inequality	Globally
Development indicators	Literacy rate	Life expectancy	GDP
Sustainable Development Goals	United Nations	Lorenz Curve	Gini Coefficient
North-South divide	Income inequality	Levelling-Up	

Students know:

- Inequality is the difference between poverty and wealth.
- There are different types of inequality.
- How to look at global inequalities using development indicators.
- That there are 17 Sustainable Development Goals and the aims of these goals.
- How inequality is measured using the Lorenz Curve.
- How inequality is measured during the Gini Coefficient.
- That there are regional inequality differences in the north and south of England.
- That the UK has high levels of inequality compared to other developed countries.
- The location of Wolverhampton and the inequalities faced there.

Students can:

- Explain the inequality differences between poverty and wealth.
- Describe the different types of inequality.
- Explain how development indicators can show inequality globally.
- State the 17 Sustainable Development Goals and explain named examples of them.
- Interpret information and figures shown on the Lorenz Curve.
- Interpret information and figures shown on the Gini Coefficient.
- Explain the regional inequalities for the north and South of England.
- Explain why the UK has high levels on inequality.
- Describe the location of Wolverhampton and explain the inequalities in Wolverhampton.

Lesson >> / Part		1	2	3	4	5	6	7	8	9
1		Questions based on learning from last half term on volcanoes, earthquakes and tsunamis.	Questions based on the different types of inequality.	Extended Do it Now based on learning from the past two lessons. Knowledge recall.	Questions based on effects of inequality.	Questions based on the Sustainable Development Goals.	Questions based on how inequality is shown on the Lorenz Curve.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on income inequality.	Questions based on previous learning, what have students learnt in this topic.
2		What is inequality. What are the different types of inequality. **Vocabulary:** **Inequality** **Poverty** **Gender** **Literacy rate** **Life expectancy**	Is there inequality on a global scale. What are the development indicators that show inequality. **Vocabulary:** **Global** **GDP** **Literacy rate** **Life expectancy**	What are the effects of inequality. How does inequality differ for different areas.	How can global inequality be tackled. What are the 17 Sustainable Development Goals. **Vocabulary:** **Sustainable Development Goals**	How can inequality be measured. What is the Lorenz Curve and Gini Coefficient. How do they show inequality. **Vocabulary:** **Lorenz Curve** **Gini Coefficient**	Are there regional differences of inequality in the UK. What is the north-south divide, ad how does it show inequality in the UK. **Vocabulary:** **Regional** **North-south divide**	How can the UK reduce regional differences. **Vocabulary:** **Regional** **Income inequality** **HIC**	What type of inequality is there in Wolverhampton.	Go through expectations on completing an End of Topic Assessment.
3		Students have a guided reading opportunity on inequality. Students list the effects of different types of inequality.	Students study a range of development indicators from different countries to see if there are global inequalities.	.Students explain the effects of different inequality types within countries and between countries.	Students explain how the 17 Sustainable Development Goals are designed to help countries tackle global inequality.	Students study the Lorenz Curve and Gini Coefficient. Students complete their own Lorenz Curve and Gini Coefficient using data provided.	Students describe the social, economic and cultural disparities between London/south-east and the rest of the UK.	Students explain how the UK has high levels of income inequality compared to other HICs.	Students describe the location of Wolverhampton using CLOCC. Students describe the types of inequality that Wolverhampton faces compared the south of England.	Students compete the End of Topic Assessment independently. Peer marking of Assessment with teacher modelling the correct answers.
4		Based on the different types of inequality.	Based on global inequalities.	Based on effects of inequality.	Based on the Sustainable Development Goals	Based on the Lorenz Curve and Gini Coefficient.	Based on the north-south divide.	Based on income inequality in the UK.	Based on inequality in Wolverhampton.	End of topic review, a range of questions based on learning for the topic.

Year 9 Half Term 3: Weather and Climate - Curriculum Related Expectations

Students can use these subject specialist words:

Atmosphere	Climate	Weather	Low Pressure
High Pressure	Depression	Greenhouse gases	Fossil Fuels
Deforestation	Agriculture	Global warming	Mitigation
Sunspots			

Students know:

- The difference between weather and climate.
- How low pressure weather systems are formed.
- How high pressure weather systems are formed.
- What greenhouse gases are and how they effect the atmosphere.
- What fossil fuels are and what they are used for.
- That there are natural causes of climate change.
- That there is evidence of climate change.
- There are global consequences of climate change.
- There are consequences of climate change for the UK.
- How climate change can be prevented.

Students can:

- Explain the difference between weather and climate.
- Describe how low pressure weather systems are formed.
- Describe how high pressure weather systems are formed.
- State the different greenhouse gases and explain the effect they have on the atmosphere. E.g. global warming.
- Describe the fossil fuels and what they are used for.
- Explain how sunspots and volcanic eruptions can cause climate change naturally.
- Explain how scientists and geographers use ice-cores/tree rings to study climate change.
- Explain the impact that melting ice-caps, sea level rise and increased temperatures can have on the planet.
- Explain the consequences of climate change for the UK. E.g. demand for water, increased food prices and tourism.
- Explain how climate change can be prevented through mitigation (afforestation) and adaptation (building flood defences).

Lesson >> Part		1	2	3	4	5	6	7	8	9
1		Questions based on learning from last half term on inequality.	Questions based on differences between weather and climate.	Extended Do it Now based on learning from the past two lessons. Knowledge recall.	Questions based on low and high pressure weather systems.	Questions based on greenhouse gases and their effects.	Questions based on human causes of global warming.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on evidence of climate change.	Questions based on global consequences of climate change.
2		How is weather different to climate. **Vocabulary:** **Weather** **Climate** **Atmosphere**	What are low pressure weather systems. How are low pressure weather systems created. **Vocabulary:** **Low pressure** **Condensing** **Depression**	What are high pressure weather systems, How are high pressure weather systems created. **Vocabulary:** **High pressure**	What are greenhouse gases. How do greenhouse gases affect the atmosphere. **Vocabulary:** **Greenhouse gases** **Carbon dioxide** **Methane** **Nitrous Oxide**	What do humans do that causes global warming. How does deforestation and agriculture cause global warming? **Vocabulary:** **Global warming** **Deforestation** **Agriculture**	What are the natural causes of climate change. **Vocabulary:** **Climate change** **Sunspots**	What is the evidence of climate change. **Vocabulary:** **Tree rings** **Ice cores**	What are the global consequences of climate change. **Vocabulary:** **Global Consequences** **Ocean acidification** **Extreme weather**	What are the consequences of climate change for the UK.
3		Students explain the difference in weather and climate and how this affects the atmosphere.	Students explain what low pressure weather systems are. Annotate and draw a diagram of the formation of low pressure weather systems.	.Students explain what high pressure weather systems are. Annotate and draw a diagram of the formation of high pressure weather systems.	Students name the greenhouse gases and explain how they affect the atmosphere.	Students explain how humans cause global warming through the burning of fossil fuels and greenhouse gases. Suggestions made on what humans can/are doing to limit this.	Students explain the natural causes of climate change, such as sunspots and volcanic eruptions.	Students complete a pinwheel activity using evidence of climate change from tree rings, ice cores and pollen analysis.	Students explain the consequences that the world faces due to climate change. E.g. ice-caps melting, ocean acidification, sea level rise.	Students explain the consequences of climate change on the UK. E.g. increased demand for water, increased food prices, impacts to tourism.
4		Based on weather and climate differences.	Based on low pressure weather systems.	Based on high pressure weather systems.	Based on the greenhouse gases and their effects.	Based on human causes of global warming.	Based on natural causes of climate change.	Based on evidence of climate change.	Based on global consequences of climate change.	Based on consequences to the UK.

10	11
Questions based on climate change consequences on the UK.	Questions based on previous learning, what have students learnt in this topic.
What can be done to prevent climate change through mitigation and adaptation strategies. **Vocabulary:** **Mitigation** **Adaptation** **Afforestation**	Go through expectations on completing an End of Topic Assessment.
Students complete a pinwheel activity on the different ways that climate change can be prevented. Students assess which strategy they think is the best. E.g. Afforestation or building flood defences.	Students compete the End of Topic Assessment independently. Peer marking of Assessment with teacher modelling the correct answers.
Based on different opportunities of living near volcanoes.	End of topic review, a range of questions based on learning for the topic.

Year 9 Half Term 4: Resources - Curriculum Related Expectations

Students can use these subject specialist words:

Essential
Unevenly distributed
Famine
Supply and demand
Fossil fuels
Renewable energy
Nuclear Power
Radioactive
Resources
High Income Country
Undernutrition
Irrigation
Social
infinite
Alternative energy
Quality of life
Low Income Country
Soil erosion
Fairtrade
Economic
Non-renewable energy
Energy Mix
Standard of living
Insecurity
Global
Sustainable
Finite
Hydro-Electric Power (HEP)
Chernobyl disaster

Students know:

- The different essential resources and how they are essential for quality of life.
- Resources are unevenly distributed around the world.
- What food insecurity is and what can cause food insecurity in a country.
- That there is enough food to feed the world and how food supply can be increased.
- Fairtrade tries to make farming sustainable in by improving social and economic conditions.
- Fossil fuels are a non-renewable energy (finite) that are burnt to create energy.
- Renewable energy (infinite) is more environmentally friendly and can be reused.
- The UK has an energy mix of non-renewable, renewable and alternative energy.
- Nuclear energy is an alternative energy type, its use has advantages and disadvantages.
- Chernobyl in the Ukraine suffered from a nuclear disaster.

Students can:

- State the essential resources (food, water and energy) and explain how they are essential for quality of life.
- Describe the uneven distribution of resources around the world.
- Explain what food insecurity is and what causes food insecurity.
- Explain how food supply can be increased to provide enough food to feed the world.
- Explain what the Fairtrade organisation is and how it helps farmers get the most from their produce.
- State the fossil fuels (oil, coal and gas), explain why fossil fuels are finite.
- State the renewable energy types (Solar, Hydro and Wind) and explain why renewable energy is infinite.
- Explain how the UK's energy mix has changed over time, - from predominantly non-renewable to more renewable and alternative energy.
- Explain what nuclear energy is. Assess the advantages and disadvantages of using nuclear energy.
- Explain the social, economic and environmental effects of the Chernobyl disaster.

Lesson >> / Part		1	2	3	4	5	6	7	8	9
1		Questions based on learning from last half term on weather and climate.	Questions based on the essential resources.	Extended Do it Now based on learning from the past two lessons. Knowledge recall.	Questions based on effects of food insecurity.	Questions based on global food supply.	Questions based on the aims of Fairtrade.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on the uses of renewable energy.	Questions based on the UK's energy mix and non-renewable and renewable energy.
2		What are the three essential resources. Why are the essential resources necessary for improving quality of life and standard of living. **Vocabulary:** **Essential resources** **Standard of living** **Quality of life**	Are resources distributed evenly or unevenly around the world. Why do HICs have better access to resources than LICs. **Vocabulary:** **Distribution** **HIC** **LIC**	What is food insecurity. What are the impacts of food insecurity. **Vocabulary:** **Food insecurity** **Famine** **Undernutrition** **Soil erosion**	How can food supply be increased. Is there enough food to feed the world. **Vocabulary:** **Supply** **Demand** **Globally** **Irrigation**	How can food production be more sustainable. What is Fairtrade and how does it operate. **Vocabulary:** **Fairtrade** **Sustainable** **Primary producers** **Social** **Economic**	How do fossil fuels give us energy. What are the three main types of fossil fuels. **Vocabulary:** **Fossil fuels** **Oil** **Coal** **Gas** **Energy** **Non-renewable** **Finite**	What are the main sources of renewable energy. What is renewable energy. **Vocabulary:** **Renewable energy** **Hydro-electric** **Solar** **Wind**	What is the UK's energy mix. How has the UK's energy mix changed over time. **Vocabulary:** **Energy mix** **Non-renewable energy** **Renewable energy** **Alternative energy**	What is nuclear power. What are the advantages and disadvantages of nuclear power. **Vocabulary:** **Nuclear power** **Radioactive**
3		Students explain why food, water and energy are essential resources and how they improve quality of life and standards of living.	Students describe the global distribution of resources during a resource map. Students explain the reasons why HICs have more access to resources than LICs.	.Students define food insecurity and explain the impacts that food insecurity has in countries and people. E.g. undernutrition, famine, social unrest.	Students explain how there is enough food to feed the world. Students explain how the world's food supply can be increased in specific regions through irrigation.	Students learn about Fairtrade and their aim of making food production fair and sustainable for the primary producers. E.g. Fairtrade Bananas and Chocolate.	Students explain the uses of fossil fuels. Students define the term 'finite' and why fossil fuels will eventually run out.	Students explain the use of renewable energy. Student define the term 'infinite' and why renewable energy will never run out.	Students compare the UK energy mix consumption from the 1800s to present. Students explain why the UK's energy mix has changed and how that has benefited the country.	Students explain what nuclear power is. Students compare the advantages and disadvantages of using nuclear power ad come to a conclusion on whether it should be used.
4		Based on the essential resources.	Based on global resource distribution.	Based on food insecurity.	Based on global food supply.	Based on Fairtrade and sustainable food sources.	Based on non-renewable energy	Based on renewable energy.	Based on the UK's energy mix.	Based on nuclear power.

10	11	12
Questions based on advantages and disadvantages of nuclear power.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on previous learning, what have students learnt in this topic.
What was the Chernobyl disaster. What were the social, economic and environmental impacts of the Chernobyl disaster. **Vocabulary: Chernobyl**	What are peoples opinions on using nuclear power.	Go through expectations on completing an End of Topic Assessment.
Students complete a case study on the Chernobyl disaster, focusing on the social, economic and environmental problems the explosion caused.	Students analyse a range of different arguments for and against using nuclear power. Students have to give their own opinion and argue whether they believe nuclear power should or should not be used.	Students compete the End of Topic Assessment independently. Peer marking of Assessment with teacher modelling the correct answers.
Based on the Chernobyl disaster.	Based on the arguments students made for or against nuclear power.	End of topic review, a range of questions based on learning for the topic.

Year 9 Half Term 5: Factfulness - Curriculum Related Expectations

Students can use these subject specialist words:

Fact-based world	Life expectancy	Low income	Middle income countries
Quality of life	Development	Inequalities	Dollar Street
Slow change	Extreme poverty	Fill-up effect	Global
Natural disasters	Development indicators	Slum	Infant mortality

Students know:

- An overdramatic world view draws people to the most dramatic and negative perspective.
- Income and life expectancy rates have increased for everyone in the world.
- Where most of the world's population is found.
- Quality of life improves the higher the level – Level 1 – Low-Income, Level 2/3 – Middle income, Level 4/5 – High income.
- That there are inequalities between countries and within countries. E.g. North-South Divide.
- That slow change is better than no change.
- The fill up effect will prevent the population from exceeding 11 billion.
- Natural disaster casualties and damages have reduced over time due to countries preparedness and development increase.
- How to locate Mozambique on a map of Africa and know that quality of life here has improved over time.
- Africa is not a 'poor' continent. There are many countries that make up Africa and they are not all at Level 1.
- How to use Gapminder and how it can show us development indicators.

Students can:

- State overdramatised views on the world and explain how this gives us a negative perspective – e.g. conflict/poverty/crime.
- Describe the changes in life expectancy and income rates in different countries to prove that the world is improving.
- Describe that most of the world's population are found in middle income countries (Level 2 and 3).
- Explain the differences in quality of life for Levels 1-5.
- Describe the inequalities between countries and within countries, using name place examples.
- Explain how slow change over time can benefit a country. E.g. slow changes from 1800s to now.
- Explain the fill up effect.
- Describe what countries have done to better prepare for natural disasters and mitigate their social and economic effects.
- Locate Mozambique on a map and describe what has happened here to improve quality of life.
- Use evidence to dispel the belief that Africa is a poor continent. Poor areas in countries are not a full representative of the continent.
- Use statistics and figures from Gapminder to describe the development indicators across different countries.

Lesson >> Part		1	2	3	4	5	6	7	8	9
1		Questions based on learning from last half term on resources.	Questions based on world views.	Extended Do it Now based on learning from the past two lessons. Knowledge recall.	Questions based on the five development levels.	Questions based on the five development levels.	Questions based on Dollar Street inequalities.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on the fill-up effect and world population,	Questions based on dangers of the world reducing.
2		Are we wrong about the world. Do are views of the world lead to a more negative portrayal. **Vocabulary:** **Negative**	Is the world better than we think it is. Development indicators suggest that world improvements are happening slowly. **Vocabulary:** **Development indicators** **Income** **Life expectancy**	What development level do most of the world live in. What are the five development levels. **Vocabulary:** **Majority** **Middle income countries**	How is life different on each development level. What levels see the best quality of life. What factors influence the development levels. **Vocabulary:** **Quality of life**	How can Dollar Street teach us about development. What are the inequalities in and between countries. **Vocabulary:** **Dollar Street** **Inequality**	What impact does a positive mindset have on our opinion of the world. **Vocabulary:** **Extreme poverty**	Why is the global population not going to exceed 11 billion. **Vocabulary:** **Full-up effect** **Population**	Is the world as dangerous as we think it is. Why are natural disasters not as dangerous as they used to be. **Vocabulary:** **Natural disaster**	How is Africa developing over time. Case study: Mozambique.
3		Students assess a range of views to decide whether they portray the world in a negative view or whether they are balanced views showing both positive and negative aspects.	Students study a range of development indicators to determine if the world is improving slowly.	.Students annotate the five development levels, to determine what classification of country live here. E.g. Level 1 LIC, Level 2-3, NEE, Level 4-5 HIC.	Students assess the levels that benefit from the best quality of life and the reasons for this. E.g. access to food, clean water, transportation.	Students use Dollar Street to determine the inequalities between and within countries.	Students compare different timelines to assess whether positive changes have taken place with regards to development.	Students explain the full-up effect and how this will result in the world's population not exceeding 11 billion. Students assess the viability of the world with such a large population.	Students explain how countries developing has resulted in natural disasters causing fewer casualties	Students complete a case study on Mozambique and how it is improving along with the rest of Africa, albeit at a slower pace than other continents.
4		Based on views of the world.	Based on world development indicators.	Based on development levels.	Based on the development levels.	Based on Dollar Street inequalities.	Based on positive opinions of the world.	Based on the fill-up effect.	Based on dangers of the world reducing.	Based on development in Mozambique.

10	11	12
Questions based on Mozambique and Africa's development.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on previous learning, what have students learnt in this topic.
Why is a single story wrong. – Case study: Africa. Are all countries in Africa at Level 1 or is this a misconception. Slum areas exist but is this the whole continent or a small portion. **Vocabulary:** **Slum**	How can we use Gapminder to teach us about development. What does Gapminder tell us about a countries development, based on life expectancy, babies per woman, income and infant mortality. **Vocabulary:** **Infant mortality** **Gapminder**	Go through expectations on completing an End of Topic Assessment.
Students compare areas in Africa to show how development is taking place from Level 1 to Level 3. Students study Nigeria vs. Makoko slum to show that this is a minority, not a majority in Africa.	Students have access to Gapminder to compare the different levels of development for life expectancy, babies per woman, income and infant mortality. Students assess a countries level of development based on these factors.	Students compete the End of Topic Assessment independently. Peer marking of Assessment with teacher modelling the correct answers.
Based on differences between Nigeria and Makoko slum.	Based on development indicators on Gapminder.	End of topic review, a range of questions based on learning for the topic.