



St Richard Reynolds Catholic High School

SUBJECT: Geography

YEAR GROUP: 9

TOPICS COVERED:

Plate tectonics, Geography of BRICS and MINTs with a focus on Development and Economic Geography. Coastal geomorphology. Fieldwork skills and a personal Geographical investigation



PROGRAMME OF STUDY

METHOD OF ASSESSMENT

Autumn Half Term 1: The violent Earth: The study of plate tectonics

- Pupils will study the structure of the Earth and will be able to describe the different types of plate boundaries
- Pupils will be able to explain how and why different plate boundaries behave in different ways and the landforms created from this movement
- Pupils will be able to predict what will happen to global landforms based on their knowledge or tectonic movements
- Pupils will be able to justify why MEDCs can better withstand tectonic disasters than LEDCs
- Their studies will culminate in a personal study of a specific tectonic disaster and it's impacts

Analysis of a tectonic hazard
Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form *part* of a student's overall grade.

<p>Autumn Half Term 2: BRICs and MINTs The Geography of Global manufacturing and power</p> <ul style="list-style-type: none"> • Students know and can describe the four different sectors or employment • Students can describe and explain the process of globalisation over time and how this influences where our goods are made • Students study one organisation in detail to demonstrate this shift **Fieldwork Opportunity** • Students can locate and identify key features of the BRICs and MINTs • Students can predict how shifts in manufacturing and power will influence the economic world of tomorrow 	<p>Student presentations Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p>Spring Half Term 3: Geographical Investigation 1</p> <ul style="list-style-type: none"> • ** Fieldwork Opportunity** • Pupils set geographical investigation with teacher support 	<p>Geographical enquiry write up</p>
<p>Spring Half Term 4:</p> <ul style="list-style-type: none"> • ** Fieldwork Opportunity** • Pupils set geographical investigation with teacher support 	<p>Geographical enquiry write up</p>

<p>Summer Half Term 5: Do you like to be beside the seaside? Coastal Geomorphology</p> <ul style="list-style-type: none"> • Pupils can define a coast and analyse its many human and physical functions • Pupils can draw annotated diagrams and explain the 4 main erosional processes at the coast • Pupils can analyse erosional coastal landforms • Pupils can analyse depositional coastal landforms • Pupils can make a decision about how to protect and/or defend the coast • Fieldwork to Cuckmere Haven**Virtual Fieldwork Opportunity** 	<p>Student blogs Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p>Summer Half Term 6: Making a difference</p> <ul style="list-style-type: none"> • Pupils can describe the way Geography contributes to global issues and how they can be part of making a global difference • Pupils can describe and explain the concept of a global footprint • Pupils can take some positive action to develop their understanding of making a difference in the world. 	<p>Activism – letters, blogs, etc Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p>Key Skills: Map reading Graph making Interpreting Data Enquiring Skills Rationalising skills Place and locational knowledge Developing geographical vocabulary Observational Skills</p>	

