

# Bellerive FCJ Catholic College



Department: Geography

Year Group: 9

| Term          | Learning Focus                                   | Key Knowledge and Skills   | Assessment   | Challenge and Enrichment   |
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| Autumn 1      | What are the consequences of population change?  | <ul style="list-style-type: none"> <li>Global population distribution &amp; trends. Demographic Transition Model.</li> <li>Population policies (Kerala).</li> <li>Migration causes.</li> <li>Urbanisation.</li> <li>Case study: Italy – population decline.</li> </ul>                 | <p><b>Progress tasks:</b> DTM &amp; migration analysis; Kerala extended answers.</p> <p><b>End of topic test:</b> What are the consequences of population change?</p>          | Use population models/data; evaluate policies; link to GCSE 'Changing economic world'.                                     |
| Autumn 2      | Is the geography of Russia a curse or a benefit? | <ul style="list-style-type: none"> <li>Russia's physical geography &amp; biomes.</li> <li>Climate and permafrost.</li> <li>Economic importance of resources (energy superpower).</li> <li>Inequalities.</li> <li>Case studies: Yamal Peninsula, Aral Sea.</li> <li></li> </ul>         | <p><b>Progress tasks:</b> Russia's physical &amp; human geography; case study questions.</p> <p><b>End of topic test:</b> Is the geography of Russia a curse or a benefit?</p> | Data analysis (climate graphs, socio-economic data); evaluative writing on resource conflicts; links to global governance. |
| Spring        | How and why do we measure weather?               | <ul style="list-style-type: none"> <li>Difference between weather &amp; climate. Instruments &amp; recording.</li> <li>Clouds, rainfall, depressions &amp; anticyclones.</li> <li>Extreme weather (tornadoes, Storm Ciara).</li> <li>UK and global climate zones.</li> <li></li> </ul> | <p><b>Progress tasks:</b> weather measurement &amp; tornadoes; synoptic charts.</p> <p><b>End of topic test:</b> How and why do we measure weather?</p>                        | Extended analysis of storm events; synoptic chart practice; climate graph creation; links to GCSE 'Hazards' and 'Weather'. |
| Spring/Summer | Why is the Middle East so important?             | <ul style="list-style-type: none"> <li>Physical &amp; human geography.</li> <li>Climate, population, religion &amp; identity. Importance of oil.</li> <li>Development contrasts: UAE vs Yemen.</li> <li>Case study: Dubai.</li> <li>Causes of conflict in region.</li> </ul>           | <p><b>Progress tasks:</b> Middle East physical &amp; human geography; conflict analysis.</p> <p><b>End of topic test:</b> Why is the Middle East so important?</p>             | Critical evaluation of oil reliance; HDI comparisons; DME tasks on Dubai's future; debate on conflict causes.              |

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| Summer | How is the climate changing and what can we do to ensure a sustainable future? | Evidence & causes of climate change.<br>Consequences for natural systems, humans, UK, and Liverpool.<br>Sustainability: government & individual responses.<br>Extended project – designing a sustainable world. | Progress tasks: evidence/causes; impacts on humans, UK and global; sustainability tasks.<br>End of topic test: How is the climate changing and what can we do to ensure a sustainable future? + End of Year 9 exam. | Extended project work; persuasive writing; critical evaluation of policies; synoptic links across KS3. |
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