

# Bellerive FCJ Catholic College



Department: Geography

Year Group: 9

Term	Learning Focus	Key Knowledge and Skills	Assessment	Challenge and Enrichment
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.

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