



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 9

**Subject:** Geography

**Topic:** How does Ice change the World?

**Context:** This unit revisits similar themes to those explored in coastal environments (year 7) and fluvial environments (year 8), considering how processes of erosion, transportation and deposition lead to the formation of a variety of different landforms. Mid way through this unit, students will have an assessment where they have to explain the formation of erosional landforms such as Corries and Aretes. They will then examine how people use glacial environments, with a particular focus on tourism.

## Learning Journey

**Prior Learning:** Students should be familiar with the basics of erosion, transportation and deposition from previous work linked to units on rivers and coasts. These units will have also introduced students to the idea that through these processes, a variety of landscapes are created.

Learning Sequence							Endpoint
Main learning Steps	The first two lessons of this unit will introduce glaciers looking at how they are formed and why these environments are important.	In their third lesson, Students will look at the key processes of erosion (plucking and abrasion), transportation, and deposition.	Students will look at how glaciers create a variety of erosional landforms. They will focus in particular on U shaped valleys, Corries, Aretes, and pyramidal peaks.	Students will look at how glaciers create erratics as an example of a depositional landform. There will be a formative assessment task to prepare for next lessons assessment.	Having completed their assessment on the formation of glacial landforms, students will have an opportunity to look at some of the wildlife found in these regions.	The final lesson of this unit involves a case study of the Lake District – this gives students an opportunity to investigate how people use glaciated areas for tourism in the UK.	By the end of this unit, students should be able to explain how a variety of different landforms are created in glacial environments and the processes involved.
Assessment	Students will have a paragraph which describes how glaciers form and a map showing key glacial regions. This will be <u>self-assessed</u> with class teacher guidance.	At the start of their fourth lesson there will be a short key term test focused on the processes studied in this lesson. This will be <u>peer assessed</u> with teacher guidance.		Students will mark two modelled answers to support in understanding what makes a good explanation of how landforms are created.	This lesson contains the summative assessment for the unit, looking at how glacial processes create a chosen erosional landform in glacial regions.		The summative assessment will demonstrate how well students are able to explain how glacial processes create landforms. This will be <u>marked by class teacher</u> .

### Where will we use these ideas again?

At the end of the year students will be looking at geography futures and considering themes linked to climate change and the consequences for glacial environments such as rising sea levels. The processes learnt about in this unit will also support the GCSE paper 1 unit, UK Physical landscapes



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 9      **Subject:** Geography      **Topic:** Why are some places richer than others?

**Context:** This unit focuses on poverty and explores the causes of the development gap which exists between different regions of the World. Having considered the different ways that development might be measured, students will then look at the causes of underdevelopment in South Sudan before investigating the extent to which a development gap may also exist in the UK.

## Learning Journey

**Prior Learning:** Students should be familiar with the concepts of High-Income Countries (HICs) and Low-Income Countries (LICs), as well as have an understanding of the reasons why not all places are equal in terms of incomes and standards of living, from Year 8 units on Urbanisation and Resource Consumption.

### Learning Sequence

### Endpoint

Main learning Steps	Students will be introduced to the concept of development and will learn about the ways in which development can be measured, including GNI per capita, infant mortality, literacy rate and HDI.	Students will understand the reasons why a 'development gap' exists between richer and poorer countries, including how the issue of national debt can keep countries from developing.	Students will explore how development varies across Africa, and will then look at a case study of South Sudan to analyse the factors that have made South Sudan struggle to develop.	Students will evaluate the ways in which the 'development gap' can be reduced through either short-term options such as emergency aid, or long-term options such as infrastructure projects.	Students will apply their understanding of uneven development to analyse the reasons why development gaps also exist within countries, such as in the United Kingdom where there is a north-south divide.	Students finish the unit with an understanding of what development is, how it is measured, what causes uneven development, and what is being done to address these issues.
Assessment	Students will complete short tasks on different development indicators to understand what they measure and how they are associated to higher or lower development levels.	Students will complete a diamond 9 to evaluate factors preventing countries from developing ahead of their assessment on South Sudan.	Students will write an essay demonstrating their knowledge and understanding of why South Sudan has struggled to develop as well as evaluating the relative significance of these reasons.	Students will complete a decision-making exercise to weigh the effectiveness of the different short- and long-term development strategies they have learnt about.		

**Where will we use these ideas again?**

For the GCSE specification, students will revisit the key ideas of development, how it is measured, and why it is uneven on the unit Changing Economic World. We also touch on ideas linked to development throughout the rest of the GCSE course, e.g. in Challenges of Natural Hazards and the Living World.



# Walthamstow School for Girls: Humanities Faculty

Year group: 9

Subject: Geog

Topic: How is the global economy changing?

**Context:** This unit links ideas from the previous unit on development to how this is tied to the economies of different places around the World. The themes explored here are loosely based on the GCSE unit “Changing Economic World” and include ideas of industrialisation, deindustrialisation and the post-industrial economy. Students will also start to explore what economic futures might look for themselves and people in other parts of the World. The skills developed are very much taken from the GCSE specification. Alongside the previous unit on development, this will give students a sense of what GCSE geography is like at the point where they are choosing their options.

## Learning Journey

**Prior Learning:** Students should already have a sense of the differences in the relative strength of the economies of different parts of the World from the previous unit on development. They will also have some prior knowledge of factors contributing to the economy in these areas, as well as those factors which hinder economic growth. They will also have a good foundation of the importance of the Middle East as an economic centre from their topic work at the end of year 7.

### Learning Sequence

### Endpoint

Main learning Steps	Students will look at the different ways people make a living and how different types of employment can be classified.	Students will study how employment structure changes over time.	Students will spend a sequence of lessons studying the economic significance of different regions of the World including Russia, the Middle East and Asia.	Students will study the ‘Globalisation,’ looking at what it is, why it has happened and how this has impacted upon the global economy and the workers within it.	Students will finish the unit by looking at TNC and their impacts through a particular case study on Shein.	By the end of this unit students should be aware of how and why the global economy has and is changing as well as developing a range of geographical skills.
Assessment	Students will have an opportunity to practice some of the graphical skills needed for the end of unit test (namely triangular graphs and pie charts)	Students will have the opportunity to develop their understanding of the ‘Clark Fisher model’ and how this line graph shows changes in employment structure.	Students will have the opportunity to review a range of maps and graphs relating to the economic importance of different global regions.	Students will have the opportunity to look at flow line maps as a way of showing how goods and services are moved around the World.		This unit will finish with an end of unit skills test, based primarily on GCSE styles skills questions on the theme of the Changing Economic World.

Where will we use these ideas again?

This unit, along with the previous unit on development are essentially a foundation for the GCSE unit “Changing Economic World” studied in year 11.



# Walthamstow School for Girls: Humanities Faculty

Year group: 9      Subject: Geog      Topic: The future of geography

**Context:** The final topic of year 9 for many students will be the last time they study geography. As such, this topic explores what students’ geographical futures might look like. At the start of the unit, students are introduced to the idea of the ‘Anthropocene’, a term used to describe a new period of time on Earth’s geological timescale that many scientists believe we are now moving into where for the first time in Earth’s history it is people, rather than nature which is shaping the overall characteristics of our planet. We will then move on to looking in greater depth at both the natural and built environment, considering the human impact on both. Finally, we will briefly explore how humans are beginning to look beyond the confines of Earth when it comes to securing our geographical future.

## Learning Journey

**Prior Learning:** Students should have a good sense of some of the ways we are affecting our planet, particularly from the work completed in year 8 on resource consumption and its impact on the environment. This unit will build on this and look more deeply at some of the key environmental issues we face moving forward.

### Learning Sequence

	Learning Sequence					Endpoint
Main learning Steps	The unit begins by introducing the idea of the Anthropocene. Having established what this is and briefly considered some of the ways people are changing the planet, students will have the opportunity to watch David Attenborough’s “A life on Our planet.”	Having reviewed some of the ways people have changed the planet, we will move on to thinking about the key threats to the biosphere. In particular we will focus on cold environments, oceans and rainforests.	The next lesson in this sequence looks in more detail at different types of endangered species and some of the key factors which have contributed to this.	The next lesson will examine the places we live and how these spaces might change in the future in line with the changing character of our planet.	The final lesson in this unit will explore the new frontier of space and look at reasons why people are now looking beyond our planet as a source of resources and possibly even a place to establish new colonies.	By the end of this unit, students will have looked at a wide range of factors which have contributed to our changing planet, having developed subject specific terminology linked to this.

Assessment				At the start of this lesson, students will complete a mini key term test with 20 specialist terms taken from the unit so far.		
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Where will we use these ideas again? For those students who continue their studies on to GCSE, we will look in more depth at issues such as overpopulation, climate change, ecological damage, the changing global economy and urban challenges. These are themes which are all touched on as part of this unit.