



| Year 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Term 1: Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 2: Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 3: Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Age Related Expectations (AREs)                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Superpowers</b></p> <p><b>Big question(s) of the unit:</b><br/>What characteristics are needed to become a global superpower?</p> <p><b>Overview of the knowledge and skills covered in this unit:</b></p> <ul style="list-style-type: none"> <li>To know the characteristics and fundamentals for a country to be recognised as a global superpower.</li> <li>To identify the differences in developed and undeveloped countries.</li> <li>To know the difference between emerging economies and superpower countries.</li> <li>To understand the global importance of India, China, the United Kingdom, Russia, and USA.</li> <li>To know the purpose of intra-governmental organisations such as the world bank.</li> </ul> | <p><b>Urban Issues &amp; Challenges</b></p> <p><b>Big question(s) of the unit:</b><br/>Why do megacities around the world offer opportunities and challenges for people living in them?</p> <p><b>Overview of the knowledge and skills covered in this unit:</b></p> <ul style="list-style-type: none"> <li>To know the issues and challenges facing cities across the World in low-income countries (LICs), newly emerging economies (NEEs) and high-income countries (HICs).</li> <li>To know the location of Rio de Janeiro and why people from Brazil's rural areas migrate to seek opportunities in places like Rio.</li> <li>To the challenges faced living in a favela (informal settlement) and the problems they face such as crime, drug gangs and poor access to health and education.</li> <li>To evaluate the urban planning strategies</li> </ul> | <p><b>Resource Management</b></p> <p><b>Big question(s) of the unit:</b><br/>Why are resources running out and how does the UK manage its energy demand?</p> <p><b>Overview of the knowledge and skills covered in this unit:</b></p> <ul style="list-style-type: none"> <li>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges.</li> <li>For example, the growing demand for all-year seasonal food and organic produce creates larger carbon footprints due to the increasing number of food miles.</li> <li>Investigate why the UK must manage its water systems to maintain good water quality and pollution management.</li> <li>To examine why UK energy is reliant on fossil fuels and imports from abroad. To study the renewable alternatives that</li> </ul> | <ul style="list-style-type: none"> <li>Contextual world knowledge of locations, places, and geographical features.</li> <li>Explain the physical and human processes that lead to change over time.</li> <li>Evaluate the physical and human impacts on people and the environment.</li> <li>Formulate judgements and reach valid conclusions using geographical understanding.</li> <li>Apply</li> </ul> |



### Cracking Coasts

#### Big question(s) of the unit:

How do coastal processes shape the coastal landscape around the UK?

#### Overview of the knowledge and skills covered in this unit:

- To know the coastal processes such as hydraulic power which help shape and create coastal landforms.
- To know how erosion forms sea stacks, wave-cut platforms, and headlands & bays.
- To know how deposition forms landforms such as spits, bars, and tombolos.
- To know how people manage the coastline through hard engineering strategies (sea walls, groynes, and rock armour) and soft engineering strategies (beach nourishment).
- To use geographical skills to identify coastal landforms.

used to reduce urban poverty, such as pacification and self-help schemes.

- To know the global, regional, and local importance of London and study the challenges of child poverty, urban deprivation and inequalities faced in the city.
- To know how urban regeneration tackles urban deprivation and study the Queen Elizabeth Olympic Park regeneration project.
- To know what opportunities London has to offer such as opportunity for well paid jobs and how integrated transport systems (TFL) provides opportunities for a sustainable future.

make up the UK's energy mix.

- Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Economic development, rising population, and technology all contribute to increased energy usage.
- In the USA, the Trans-Alaskan Pipeline system transfers oil from Alaska to the mainland USA supplying 20% of its energy. In less developed countries such as Peru, the village of Chambamontera uses a micro-hydro scheme to create electricity from water.

geographical skills to communicate geographical information.

- Interpret Ordnance Survey maps.