

## Y9 GEOGRAPHY

### THE LIVING WORLD- How do we adapt to where we live?

| Rationale and Context of Unit:  | Core curriculum content:  | Tier 2 & Tier 3 vocabulary explicitly taught:   |
|---|---|---|
| <ul style="list-style-type: none"> <li>The study of two specific: cold environments and tropical rainforest uses named examples to build on KS3 curriculum. The unit aims to develop knowledge of the location of including their physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>The unit gives opportunities to develop geographical skills such as: interpret a range of sources of geographical information, including maps, diagrams, globes, photographs</li> <li>Students will also be asked to develop links between physical and human geography by investigating how humans use different biomes and the economic and environmental impacts this has on the landscape.</li> </ul> | <ul style="list-style-type: none"> <li>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.</li> <li>Cold environments (polar and tundra) have a range of distinctive characteristics. Development of cold environments creates opportunities and challenges. Cold environments are at risk from economic development.</li> </ul> | Biodiversity<br>Permafrost<br>Sustainability<br>Ecology<br>Nutrient cycle<br>Biotic<br>Abiotic<br>Ecosystem<br>Biome<br>Producer<br>Consumer<br>Decomposer<br>Food chain/web<br>Adaptation<br>Deforestation<br>Ecotourism<br>Fragile environments   |
| Challenge and Support:  | Worldwide learning/ links to 21 <sup>st</sup> century:  | Cultural capital/ Industry/ Enrichment:   |
| <ul style="list-style-type: none"> <li>Develop vocabulary both verbally and in written.</li> <li>Writing frames; success criteria</li> <li>VIP strategy for disadvantaged students</li> <li>Challenge- Reading: Climate Change – The Guardian have an excellent section on Climate Change which is frequently updated with articles<br/> <a href="https://www.theguardian.com/environment/climate-change">https://www.theguardian.com/environment/climate-change</a></li> </ul>   | <ul style="list-style-type: none"> <li>Globalisation – investigation into the impacts of deforestation on climate change, economic development and the physical environment.</li> <li>How we as consumers can have an impact of management of tropical rainforests and fragile cold environment. Look at the idea of sustainable</li> </ul>   | <ul style="list-style-type: none"> <li>Explore ideas of opportunities for development in fragile environments, explore change in traditional careers such as fishing, farming and mining and how the traditional employment industry is changing in order to protect fragile biomes, through for example</li> </ul> |

|  | development, through international agreement, conservation and eco-tourism.  | energy development and use of geothermal energy.  |
|--|--|---|
| <b>Historical, Social, Moral, Spiritual, Cultural context:</b>   | <b>Cross curricular links/ literacy/numeracy:</b>  | <b>Common misconceptions:</b>   |
| <ul style="list-style-type: none"> <li>• Moral- Students will be exploring the moral context of deforestations and the impact on the environments through human actions, considering individual and global responsibility.</li> <li>• Historical – will study the change in economic reliance on different biomes throughout history as well as the historical change in exploitation in deforestation and climate change.</li> </ul>  | <ul style="list-style-type: none"> <li>• Cross curricular links with the science department looking climate- biomes and the impact of climate change on fragile environments.</li> <li>• Cross curricular with Character and Culture influence of human decisions, with regards to use of resources against the environmental impact this might have. Thinking about impacts of individuals for example with regards to consumption habits, and the bigger global impact this will have.</li> <li>• Opportunities to promote reading aloud and for extended writing.</li> <li>• Numeracy through analysis of data, reading graphs and charts to establish patterns. Construction of climate graphs and presentation of data over time, with regards to deforestation.</li> </ul> | <ul style="list-style-type: none"> <li>• That biomes such as the polar region and cold environments are less at risk or fragile than for example the rainforest, as this is the one more commonly mentioned in media. We will study case study specific impact of tourism in Alaska and Svalbard to see the real damage humans are having on these environment For pupils to understand that because of the cold climate the recovery rate in the cold environments are much slower, therefore making them just a fragile.</li> </ul> |
| <b>Assessment timeline:</b>  |  |   |
| <ul style="list-style-type: none"> <li>• Use of Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a regular basis. Reviews understanding and comprehension and retention of key knowledge.</li> <li>• Exam questions for all 3 key question styles- explain, analyse and evaluate. Model answers, structure guides and scaffolding available for each question.</li> <li>• Assessment through in class tasks to ensure understanding and application of key skills such as; describing patterns using maps and data, applying numerical data in decision making activity, reading and create climate graphs.</li> </ul> |  |   |
| <b>Home learning</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Revision for accumulated learning quizzes</li> <li>• Exam practice questions- modelled and structured/planned in class</li> <li>• Revision for end of topic test, as well as re-drafting based on FB4 for end of topic test.</li> </ul>   |  |   |
| <b>Feedback</b>  |  |   |
| <ul style="list-style-type: none"> <li>• Feedback 4 used for all assessed exam questions</li> <li>• Knowledge quizzes- self marked.</li> </ul>   |  |   |

**Length of unit (duration indicated in lessons)**

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| 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Unit: |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |