

## Medium Term Planning Document: Geography Year 9 2024-25

### Curriculum Intent:

The geography curriculum aims to inspire curiosity in pupils about the world and its people, developing a passion for the subject and the fascination to explore relevant, topical issues further. Geography provides pupils with a knowledge of natural and human environments through a broad and varied curriculum and a deep understanding of the Earth's physical and human processes. The geography curriculum prepares students for each stage of their academic journey, but also the world beyond the classroom by ensuring that they are able to think like geographers, using geographical knowledge to make sense of the world around them.

We also aim to develop character values within the students through teaching about diverse cultures and topical issues that require a tolerant approach to investigating contrasting opinions. With the issue of sustainability more significant in our world than ever, and a key thread throughout geographical topics, students learn to respect the importance of the world we live in and the need to protect it.

A strong geography curriculum will include the development of knowledge and key skills including the use of maps, numerical and statistical skills and fieldwork opportunities. This is developed throughout Key Stage 3 to Key Stage 5, building on prior learning in each stage. The geography curriculum takes a thematic approach to introduce pupils to a variety of places, concepts, processes and issues, using up to date case studies as examples of what is happening in the world.

### 'Why This, Why Now?'

The first topic of year 9 is Life in an NEE, this topic builds on the prior knowledge of map skills and development in year 7 and population in year 8. The substantive knowledge within this topic includes understanding migration and employment structures with the disciplinary themes of population change, economic opportunities and challenges, map skills, and place context (using case studies on China and South Korea).

The second topic of Year 9 is climate change, not only a current geographical issue, but this topic also allows students to draw upon a range of prior learning including development and rivers from Year 7 and coasts, population and weather and climate from Year 8. It allows students to consider how impacts may vary depending on the common weather patterns in a country or its population density for example.

Extreme weather is our third topic of year 9, this is sequenced to be taught after life in an NEE in year 9 and development in year 7 as students build on this prior knowledge of HIC and LIC countries to explain the impacts of extreme weather in different locations

Term 4 sees us delve into the geography of Russia, here students draw together their KS3 studies with synoptic links to their thematic studies and apply them to Russia as a country. This will include links to population, ecosystems, physical geography, including rivers and also gaining a brief insight into glaciation.

We finish year 9 with The living world, further split down into Small scale ecosystems and then the broader case studies of Rainforest biomes and Cold Environments. This topic is a pre cursor for GCSE geography and allows the students to be exposed to some of the themes they will look at if they study Geography further. This leads on from climate change as students have knowledge on global atmospheric circulation which is needed when looking at why biomes are located where they are.

## Medium Term Planning Document: Geography Year 9 2024-25

Throughout the KS3 curriculum, there are links to the later KS4 and KS5 curriculum, preparing students for the next stage. For those who do not continue with Geography post KS3, they have gained a broad understanding of the earth's processes and the relevance of this to them as global citizens.

## Medium Term Planning Document: Geography Year 9 2024-25

The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Geography	Year 9 – Half Term 1 (7 weeks, approx. 14 lessons)		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Life in an NEE	<b>Lesson 1: What are BRICs?</b> <i>Describe the location and characteristics of Newly Emerging Economies</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What are emerging countries?</b> <a href="https://continuityoak.org.uk/Lessons?r=380">https://continuityoak.org.uk/Lessons?r=380</a>
	<b>Lesson 2: Characteristics of NEEs</b> <i>Identify the key human and physical characteristics of Newly Emerging Economies</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What are the features of emerging countries?</b> <a href="https://continuityoak.org.uk/Lessons?r=379">https://continuityoak.org.uk/Lessons?r=379</a>
	<b>Lesson 3: Changing Employment Structures</b> <i>Explain how employment structure is changing in NEEs using data as evidence</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>How has employment structure changed?</b> <a href="https://continuityoak.org.uk/Lessons?r=381">https://continuityoak.org.uk/Lessons?r=381</a>
	<b>Lesson 4 Push and Pull Factors</b> <i>Analyse the push and pull factors in NEEs</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Rural to urban migration</b> <a href="https://continuityoak.org.uk/Lessons?r=385">https://continuityoak.org.uk/Lessons?r=385</a>
	<b>Lesson 5: Impacts of Rural-Urban Migration</b> <i>Explain the impact that rural-urban migration can have in NEE countries</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Megacities</b> <a href="https://continuityoak.org.uk/Lessons?r=386">https://continuityoak.org.uk/Lessons?r=386</a>
	<b>Lesson 6: Opportunities and Challenges in Dharavi</b> <i>Evaluate the positives and negatives of living in a city in an NEE like Mumbai</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Opportunities in Mumbai</b> <a href="https://continuityoak.org.uk/Lessons?r=387">https://continuityoak.org.uk/Lessons?r=387</a>  <b>Challenges in Mumbai</b> <a href="https://continuityoak.org.uk/Lessons?r=388">https://continuityoak.org.uk/Lessons?r=388</a>
	<b>Lesson 7: How did China become an NEE?</b>	Bell work	<b>Where is China and what is it like?</b>

## Medium Term Planning Document: Geography Year 9 2024-25

	<i>Explain the factors that enabled China to become a successful Newly Emerging Economy</i>	Mini whiteboards checking for understanding Peer/self-assessment	<a href="https://continuityoak.org.uk/Lessons?r=383">https://continuityoak.org.uk/Lessons?r=383</a>
	<b>Lesson 8: TNC's in China</b> <i>Explain what TNCs are and the opportunities and challenges that these bring to countries like China</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Advantages and disadvantages of TNCs in China</b> <a href="https://continuityoak.org.uk/Lessons?r=384">https://continuityoak.org.uk/Lessons?r=384</a>
	<b>Lesson 9: How did TNCs lead to success in China</b> <i>Evaluate the social, environmental and economic impacts of TNCs</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What has led to China's success?</b> <a href="https://continuityoak.org.uk/Lessons?r=382">https://continuityoak.org.uk/Lessons?r=382</a>
	<b>Lesson 10: 9 mark Question</b> <i>Understand the command words used and structure of a 9 mark question</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
	<b>Lesson 11 – Trade Game</b> <i>To examine the reasons for why development is uneven across the world</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
	<b>Lesson 12 – End of topic test</b>		
	<b>Key Words: NEE, HIC, LIC, primary employment, secondary employment, tertiary employment, quaternary employment, urban, rural, migration, informal sector, squatter settlement, TNC</b>		

## Medium Term Planning Document: Geography Year 9 2024-25

Geography		Year 9 – Half Term 2 (6 weeks, approx. 12 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Climate Change	<b>Lesson 1: How has the climate changed?</b> <i>Describe the changes in climate over time including warm and cold periods</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
	<b>Lesson 2: What evidence do we have for climate change?</b> <i>Explain the different sources of evidence for climate change and evaluate their reliability</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What evidence do we have for climate change?</b> <a href="https://continuityoak.org.uk/Lessons?r=373">https://continuityoak.org.uk/Lessons?r=373</a>
	<b>Lesson 3: What are the natural causes of climate change?</b> <i>Identify how climate change occurs naturally</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What are the natural causes of climate change?</b> <a href="https://continuityoak.org.uk/Lessons?r=374">https://continuityoak.org.uk/Lessons?r=374</a>
	<b>Lesson 4: Human causes of climate change?</b> <i>Identify how climate change can be influenced by human activity</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>The greenhouse effect</b> <a href="https://continuityoak.org.uk/Lessons?r=375">https://continuityoak.org.uk/Lessons?r=375</a>
	<b>Lesson 5: Human vs Physical impacts</b> <i>Evaluate the evidence and make and justify a decision as to whether climate change is primarily due to human or natural causes</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What are the possible effects of climate change?</b> <a href="https://continuityoak.org.uk/Lessons?r=376">https://continuityoak.org.uk/Lessons?r=376</a>
	<b>Lesson 6: Vulnerability to Climate Change</b> <i>Explain reasons why some countries are more vulnerable to climate change than others</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Why are future predictions uncertain?</b> <a href="https://continuityoak.org.uk/Lessons?r=378">https://continuityoak.org.uk/Lessons?r=378</a>
	<b>Lesson 7: Global Impacts of Climate change</b> <i>How has climate change affected different places around the world in contrasting ways</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>How could climate change affect Bangladesh?</b> <a href="https://continuityoak.org.uk/Lessons?r=377">https://continuityoak.org.uk/Lessons?r=377</a>
	<b>Lesson 8: Impacts of Climate Change in the UK</b> <i>Evaluate the positive and negative effects of climate change in the UK</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	

## Medium Term Planning Document: Geography Year 9 2024-25

	<p><b>Lesson 9: Should all countries reduce carbon emissions?</b> <i>Evaluate the advantages and disadvantages of reducing carbon emissions and decide whether or not we should do so</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	
	<p><b>Lesson 10: Mitigation</b> <i>Explore ways in which climate change can be reduced for the future</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p><b>How can humans mitigate climate change?</b> <a href="https://continuityoak.org.uk/Lessons?r=1850">https://continuityoak.org.uk/Lessons?r=1850</a></p>
	<p><b>Lesson 11: Adaptation</b> <i>Explore ways in which climate change can be managed and adapted to</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p><b>How can countries adapt to climate change?</b> <a href="https://continuityoak.org.uk/Lessons?r=1848">https://continuityoak.org.uk/Lessons?r=1848</a>  <b>Adaptation in Bangladesh</b> <a href="https://continuityoak.org.uk/Lessons?r=1849">https://continuityoak.org.uk/Lessons?r=1849</a></p>
	<p><b>Lesson 12: End of topic test</b></p>		
	<p><b>Key Words: climate, carbon dioxide, greenhouse gas, temperature, proxy, developing countries, developed countries, adaptation, mitigation</b></p>		

### Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

Geography		Year 9 – Half Term 3 (5 weeks, approx. 10 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Extreme Weather	Lesson 1: Global Atmospheric Circulation	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Global atmospheric circulation 1</b> <a href="https://continuityoak.org.uk/Lessons?r=640">https://continuityoak.org.uk/Lessons?r=640</a>
	Lesson 2: Atmospheric Cells	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Global atmospheric circulation 2</b> <a href="https://continuityoak.org.uk/Lessons?r=642">https://continuityoak.org.uk/Lessons?r=642</a>
	Lesson 3: What is extreme weather?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What are tropical storms and how do we measure them?</b> <a href="https://continuityoak.org.uk/Lessons?r=239">https://continuityoak.org.uk/Lessons?r=239</a>
	Lesson 4: What causes tropical cyclones?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Causes of tropical storms</b> <a href="https://continuityoak.org.uk/Lessons?r=645">https://continuityoak.org.uk/Lessons?r=645</a>
	Lesson 5: Impacts of Typhoon Rai	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Why is the New Orleans vulnerable to tropical storms?</b> <a href="https://continuityoak.org.uk/Lessons?r=241">https://continuityoak.org.uk/Lessons?r=241</a>  <b>What were the impacts of Hurricane Katrina?</b> <a href="https://continuityoak.org.uk/Lessons?r=243">https://continuityoak.org.uk/Lessons?r=243</a>
	Lesson 6: What causes tornadoes?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
	Lesson 7: What causes wild fires?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	

## Medium Term Planning Document: Geography Year 9 2024-25

	<b>Lesson 8: Wildfire camp fire</b>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
	<b>Lesson 9: What is the UK's weather today?</b>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>How do high pressure events affect the UK?</b> <a href="https://continuityoak.org.uk/Lessons?r=235">https://continuityoak.org.uk/Lessons?r=235</a>  <b>How do low pressure events affect the UK?</b> <a href="https://continuityoak.org.uk/Lessons?r=236">https://continuityoak.org.uk/Lessons?r=236</a>
	<b>Lesson 10: What causes extreme weather in the UK?</b>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Somerset floods: Location and causes</b> <a href="https://continuityoak.org.uk/Lessons?r=2051">https://continuityoak.org.uk/Lessons?r=2051</a>
	<b>Lesson 11: Impacts of Storm Ciara</b>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Somerset floods: Impacts and management</b> <a href="https://continuityoak.org.uk/Lessons?r=2052">https://continuityoak.org.uk/Lessons?r=2052</a>
	<b>Key Words: Global atmospheric circulation, Hadley cell, Ferrell cell, polar cell, pressure, altitude, latitude, longitude, water vapour, relief, prevailing winds, air masses, hazard</b>		



## Medium Term Planning Document: Geography Year 9 2024-25

Geography		Year 9 – Half Term 4 (7 weeks, approx. 14 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Geography of Russia	Lesson 1: Where is Russia and what is it like?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Where is Russia and what are its key human and physical features?</b> <a href="https://continuityoak.org.uk/Lessons?r=407">https://continuityoak.org.uk/Lessons?r=407</a>
	Lesson 2: How has physical geography influenced population?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Population distribution in Russia</b> <a href="https://continuityoak.org.uk/Lessons?r=408">https://continuityoak.org.uk/Lessons?r=408</a>
	Lesson 3: What is life like in Moscow?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
	Lesson 4: Ecosystems in Russia	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Distribution of Biomes in Russia</b> <a href="https://continuityoak.org.uk/Lessons?r=409">https://continuityoak.org.uk/Lessons?r=409</a>  <b>Influence of climate on biomes</b> <a href="https://continuityoak.org.uk/Lessons?r=410">https://continuityoak.org.uk/Lessons?r=410</a>
	Lesson 5: Glaciation	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>What are glaciers?</b> <a href="https://continuityoak.org.uk/Lessons?r=389">https://continuityoak.org.uk/Lessons?r=389</a>  <b>How do corries form?</b> <a href="https://continuityoak.org.uk/Lessons?r=390">https://continuityoak.org.uk/Lessons?r=390</a>
	Lesson 6: DME – Should a ski resort be built in Russia?	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
	Lesson 7: Threats to the taiga	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Threats to the taiga</b> <a href="https://continuityoak.org.uk/Lessons?r=413">https://continuityoak.org.uk/Lessons?r=413</a>
	Lesson 8: Mining in the tundra	Bell work	<b>Mineral extraction in the tundra</b> <a href="https://continuityoak.org.uk/Lessons?r=414">https://continuityoak.org.uk/Lessons?r=414</a>

## Medium Term Planning Document: Geography Year 9 2024-25

		Mini whiteboards checking for understanding Peer/self-assessment	
	<b>Lesson 9: What is Russia's role in Europe's energy supply?</b>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Russia's role in Europe's energy supply</b> <a href="https://continuityoak.org.uk/Lessons?r=1851">https://continuityoak.org.uk/Lessons?r=1851</a>
	<b>Lesson 10: Why did Russia want control of Crimea?</b>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Why did Russia want control of Crimea?</b> <a href="https://continuityoak.org.uk/Lessons?r=415">https://continuityoak.org.uk/Lessons?r=415</a>
	<b>Lesson 11: WTM</b>		
	<b>Lesson 12: Russia with Simon Reeve</b>		<a href="#">BBC iPlayer - Russia with Simon Reeve</a>
	<b>Key Words:</b> Ecosystems, Altitude, Latitude, Population Density, Tundra, Taiga, Glaciation, Erosion, Plucking, Lapse Rate, Permafrost, Arctic		

## Medium Term Planning Document: Geography Year 9 2024-25

Geography		Year 9 – Half Term 5 (4 weeks, approx. 8 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
`The living world: Tropical Rainforests	<b>Lesson 1: What are Ecosystems</b> <i>Explain the nutrient cycle and how food webs and chains show energy transfers within an ecosystem.</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Introduction to ecosystems</b> <a href="https://continuityoak.org.uk/Lessons?r=647">https://continuityoak.org.uk/Lessons?r=647</a>
	<b>Lesson 2: How are Ecosystems changing?</b> <i>Using an example of a pond, discuss how small changes can have impacts throughout an ecosystem and its food web.</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>How can change affect an ecosystem?</b> <a href="https://continuityoak.org.uk/Lessons?r=648">https://continuityoak.org.uk/Lessons?r=648</a>
	<b>Lesson 3: Biomes</b> <i>Describe the location of global ecosystems, and explain why they have certain characteristics.</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Global Ecosystems</b> <a href="https://continuityoak.org.uk/Lessons?r=649">https://continuityoak.org.uk/Lessons?r=649</a>
	<b>Lesson 4: Where are rainforests?</b> <i>Describe the location and climate of the tropical rainforest</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Characteristics of the tropical rainforest</b> <a href="https://continuityoak.org.uk/Lessons?r=650">https://continuityoak.org.uk/Lessons?r=650</a>
	<b>Lesson 5: Interdependence</b> <i>To analyse the physical characteristics of the tropical rainforest, and how interdependent they are.</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Interdependence in the tropical rainforest</b> <a href="https://continuityoak.org.uk/Lessons?r=651">https://continuityoak.org.uk/Lessons?r=651</a>
	<b>Lesson 6: Animal Adaptations</b> <i>Identify and explain animal adaptations in the rainforest</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Animal adaptations in the tropical rainforest</b> <a href="https://continuityoak.org.uk/Lessons?r=653">https://continuityoak.org.uk/Lessons?r=653</a>
	<b>Lesson 7: Plant Adaptations</b> <i>Identify and explain plant adaptations in the rainforest</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Plant adaptations in the tropical rainforest</b> <a href="https://continuityoak.org.uk/Lessons?r=652">https://continuityoak.org.uk/Lessons?r=652</a>
	<b>Lesson 8: Changing deforestation rates</b> <i>Assess the changing rates of global deforestation</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Changing rates of deforestation</b> <a href="https://continuityoak.org.uk/Lessons?r=655">https://continuityoak.org.uk/Lessons?r=655</a>

## Medium Term Planning Document: Geography Year 9 2024-25

**Key Words:** ecosystem, producer, consumer, decomposer, logging, deforestation, atmospheric circulation, adaptations, canopy, forest floor, Emergents



## Medium Term Planning Document: Geography Year 9 2024-25

### Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

Geography	Year 9 – Half Term 6 (7 weeks, approx. 14 lessons)		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>The Living World: Tropical Rainforests</b>	<b>Lesson 9: Causes and effects of deforestation</b> <i>To assess the causes and effects of deforestation within Malaysia</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Causes of deforestation in the Amazon</b> <a href="https://continuityoak.org.uk/Lessons?r=654">https://continuityoak.org.uk/Lessons?r=654</a>  <b>Causes of deforestation part 2</b> <a href="https://continuityoak.org.uk/Lessons?r=2053">https://continuityoak.org.uk/Lessons?r=2053</a>  <b>Impacts of deforestation in the Amazon</b> <a href="https://continuityoak.org.uk/Lessons?r=2054">https://continuityoak.org.uk/Lessons?r=2054</a>
	<b>Lesson 10: Sustainable management</b> <i>Evaluate the effectiveness of sustainable management strategies in the rainforest</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<b>Sustainable management part 1:</b> <a href="https://continuityoak.org.uk/Lessons?r=2056">https://continuityoak.org.uk/Lessons?r=2056</a>  <b>Sustainable management part 2:</b> <a href="https://continuityoak.org.uk/Lessons?r=2057">https://continuityoak.org.uk/Lessons?r=2057</a>
	<b>Lesson 11: 9 mark question practice</b> <i>Evaluate the effectiveness of sustainable management strategies in the rainforest</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	
<b>The living world: Cold environments</b>	<b>Lesson 1: Characteristics and distribution of Cold environments</b> <i>Describe the distribution and characteristics of the world's cold environments</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<a href="#">Characteristics of cold environments - polar and tundra - Cold environments - AQA - GCSE Geography Revision - AQA - BBC Bitesize</a>
	<b>Lesson 2: Interdependence in cold Environments</b> <i>Analyse the interdependence of the polar and tundra regions</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	<a href="#">How is a cold environment interdependent? - Internet Geography</a>

## Medium Term Planning Document: Geography Year 9 2024-25

	<p><b>Lesson 3: Plant Adaptations</b> <i>To describe and explain specific adaptations to plants in the worlds extreme cold places</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p><a href="#">Plant adaptations and features - Cold environments - AQA - GCSE Geography Revision - AQA - BBC Bitesize</a></p>
	<p><b>Lesson 4: Animal Adaptations</b> <i>Describe and explain how specific animals have adapted to survive in the worlds cold environments</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p><a href="#">Animal adaptation to the tundra climage - Tundra regions of the world - 3rd level Geography Revision - BBC Bitesize</a></p>
	<p><b>Lesson 5: Opportunities in cold Environments</b> <i>Analyse the development opportunities available in Alaska and challenges that people will face doing so</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p><a href="#">Development opportunities for economic growth - Cold environments - AQA - GCSE Geography Revision - AQA - BBC Bitesize</a></p>
	<p><b>Lesson 6: Challenges in cold environments</b> <i>Analyse the development opportunities available in Alaska and challenges that people will face doing so</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p><a href="#">Development challenges - Cold environments - AQA - GCSE Geography Revision - AQA - BBC Bitesize</a></p>
	<p><b>Lesson 7: Trans-Alaskan Pipeline</b> <i>Discuss the Trans-Alaskan pipeline and the impact it has socially, environmentally and economically</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p>Alaska with Simon Reeve: <a href="#">BBC iPlayer - The Americas with Simon Reeve - Series 1: Episode 1</a></p>
	<p><b>Lesson 8: Protecting wilderness areas</b> <i>Evaluate strategies that can be used to protect wilderness areas in our cold environments</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment</p>	<p><a href="#">Managing the risks facing cold environments - Cold environments - AQA - GCSE Geography Revision - AQA - BBC Bitesize</a></p>
<p><b>Key Words:</b> tundra, pollution, wilderness, permafrost, glacier, interdependence, fragile, vulnerable</p>			