Year 9 - Unit 1				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Tornadoes	**Knowledge**: • Describing location • Formation • Measuring • Predicting • Impacts – human, physical and environmental • Place specific detail • Mitigation • Case Studies **Understanding:** • How Tornadoes form • How they impact upon different people and places. • How people can prepare for tornadoes. • Case study knowledge – Oklahoma tornadoes. **Skills:** • Chloropleth maps • Graphs • Case study questions • Using different sources to gain knowledge and information.	• Students will be able to effectively use data to describe maps and graphs. • Students will be able to explain in detail how tornadoes form including the use of key terminology. • Students will be able to identify and explain suitable mitigation techniques. • Display in depth knowledge and understanding through the use of case studies. • Students will be able to answer case study questions with effectively using a range of information and place specific detail to support their answer.	• Use of basic Map skills. • Knowledge of impacts of climatic hazards – Climate change • Interpreting Graphs – Trend, Data and Anomalies (TDA) • Social, Environmental and Economic impacts – Climate change	• Media Server videos • YouTube clips • BBC Bitesize clips

Year 9 - Unit 2				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Development and Globalisation	**Knowledge**: • Sustainable solutions • Aid • Sweatshops • Ethical Considerations • Fair trade • Place specific detail • Factors that affect development • Impacts of development • Interconnectedness of countries through the making of jeans • Case study information – Bangladesh **Understanding:** • The different types of Aid and the importance of receiving aid. • How countries around the world are connected. • Positive and negative effects of Trade on LIDCs. • Knowledge of Case study facts – Rana Plaza factory **Skills:** • Statistical data Graphical representation of data • Map skills • Interpreting data • Gathering data and information from a range of sources and resources	• Students will be able to effectively use data to describe maps and graphs. • Students will be able to explain in detail how trade can affect different areas of the world using key terminology. • Students will be able to explain the difference between Sustainable and traditional aid using examples. • Display in depth knowledge and understanding through the use of case studies – place specific detail. • Students will be able to answer case study questions with effectively using a range of information to support their answer.	• Interpreting Graphs – Trend, Data and Anomalies (TDA) • Use of basic map skills • How to answer case study questions using facts, data and sources.	• YouTube clips • Media Server videos • OCR GCSE Textbook • Computers for research lessons

Year 9 - Unit 3				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Australia	**Knowledge**: • Understanding different cultures • Location information • Decision making • Migration • Sustainability of coral reefs • Vulnerability of ecosystems • Graphical representation of data **Understanding:** • Understanding different cultures and how people can positively and negatively affect others. • Push and pull factors – why do people migrate. • Impacts of migration. • Impacts of wildfires • Mitigation against wildfires **Skills:** • Extracting information from different resources. • Using map skills • Interpreting data on graphs • Decision making	• Students can use data from a wide range of sources. • They are able to analyse and interpret data using key terminology to support their points. • Pupils are able to justify their decisions in detail using data and information from a range of sources to support their answers. • They are able to answer case study questions in depth using a range of information and place specific detail. • Have a secure knowledge of how people influence culture. • Can explain in depth how push and pull factors can affect migration to and from a place. • Students are able to explain using key contextual terminology how the rights of different cultures can be affected by other people.	• Use of basic map skills • Climate graphs • Chloropleth maps • Extracting information from a range of sources • How to answer case study questions using facts, data and sources. •	• Rabbit proof fence film • Wildfires – BBC Iplayer/Media Server • YouTube clips • Computers for research lessons

Year 9 - Unit 4				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Plastics	**Knowledge**: • To know that everyone impacts upon this issue. • To know the causes and effects of this global issue and the impacts it has all over the world. • Explore solutions both at a small and large scale • Students will be able to recap and use their map skills knowledge from **Understanding:** • Responsibilities of people to protect and sustain ecosystems. • The issues caused by plastics around the world. • That this is the responsibility of everyone to resolve this problem. **Skills:** • Interpreting information from graphs and diagrams. • Extracting information from different sources.	• Students can explain the issues caused by plastics using map data and key terms to support their points. • Can use in depth information and facts from a variety of sources to answer questions. • Can use in depth information and facts from a variety of sources to answer case study questions using place specific detail. • Students can justify the decisions and solutions that they have made using data and sources to support their conclusions.	• Impacts of human activity on different ecosystems – Antarctica, engaging in conservation and Tropical Rainforests. • How we can help to sustain ecosystems	• YouTube clips • BBC I-Player • Different types of plastic and recyclables

Year 9 - Unit 5				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Global Hazards Tectonic hazards	**Knowledge**: • Structure of the Earth • Plate boundaries • Earthquake • Volcanoes • Mitigation • Prediction and monitoring • Impacts • Place specific detail Graphical Representation of Data **Understanding:** • The prediction and monitoring of tectonic activity. • How to reduce the impacts of tectonic events (Earthquake proof buildings) • Why people live near areas prone to tectonic events. • The landforms created at different plate boundaries. • The different types of volcano and their locations. • Case study information relating to the New Zealand Earthquake. • Different impacts of the earthquake in the case study – social, economic and environmental. **Skills:** • Map skills • Use of data • Extracting information from different sources.	• Effective and correct use of key terms from previous units (Mitigation, impacts, effects) • Can explain the formation of landforms found at plate boundaries using key terminology • Are able to answer case study questions in detail using specific facts and place specific detail for a Tectonic hazard. • Students can explain different monitoring and prediction techniques used for tectonic hazards.	• Mitigation against hazards • Social, Economic and environmental impacts • Use of map skills • Interpretation of data (Trend, Data and Anomalies) • Different impacts of hazards – Climate change, Australia, Deserts and Antarctica.	• GCSE Pods • Kerboodle • Seneca • Case study revision sheets • Knowledge organiser • Ultimate volcano • OCR GCSE Text book

Year 9 - Unit 6				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**		**What additional resources are available?**
Global Hazards Climatic hazards	**Knowledge**: • Causes of extreme wind, rain and drought • Drought • Flooding • Tropical Storms • Mitigation • Impacts • Place Specific Detail **Understanding:** • The formation of tropical storms. • How to reduce the impacts of Climatic hazards • Case Study information **Skills:** • Use of map skills and location data • Interpreting data and information graphs and diagrams.	• Effective and correct use of key terms from previous units (Mitigation, impacts, effects) • Can explain the causes of different climatic hazards in detail using key terminology • Are able to answer case study questions in detail using specific facts and place specific detail for a Climatic hazard. • Students can explain different monitoring and prediction techniques used for climatic hazards. • Can explain and justify why certain climatic hazards occur in different areas of the world using Geographical information to support this.	• Social, Economic and environmental Impacts of climatic hazards – Tornadoes, Climate change and Australia • Different impacts of climatic hazards – Climate change, Australia, Deserts and Antarctica. • How to mitigate against Hazards – Tornadoes, Australia, Climate change, Global hazards -tectonics • Prediction and monitoring of hazards – Tornadoes, Australia, Global Hazards - Tectonics • How climate affects hazards – climate change	• Kerboodle • Seneca • GCSE Pods • Case study revision sheets • Knowledge organiser • Boscastle flood • Australia – The Big Dry • Typhoon Haiyan • OCR GCSE Text book