#### **Year Nine**

Y9 Scheme of work focuses on the concept of 'Living on Earth in 21st Century'- what are the key issues facing humanity? This is blend of human and physical concepts. Students will explore the current global issues of Sustainable living through a unit on coastal landscapes. Students will explore the current global urbanisation issues in India and Kenya whilst comparing these are a local scale in the UK. Finally, students will explore the issues facing rural communities in the UK. This will focus on Snowdonia. Students will explore the remote rural challenges of hill sheep farming and investigate the success of rural rebranding of Snowdonia – 'Adventure Snowdonia' with a focus on sustainability.

Term	Topic	Method of Assessment	National Curriculum Reference
Autumn Term	THE HYDROSPHERE & THE LITHOSPHERE:  1. Sustainable living along the coastline  Key concepts -What makes a community sustainable? (focus on the Egan's Wheel concept) -Why should we be building eco homes in the UK? - What are the coastal features and processes and issues with living alongside the coast How does geology influence the shape of our coastal landscape? - Passport maps- British Isles, Key cities, mountain, rivers, seas and oceans of the UK.  The Anthropocene.  2. Global Urbanisation  Key Concepts - What is Urbanisation? - What are the causes and effects of urbanisation in LIC cities: Brazil, Kenyan and India? - What are push and pull factors affecting rural to urban migration? - What are the issues of urbanisation in Kenyan cities?	Assessment – Designing an Eco Home and an End of Unit Test on Coasts  Assessment – Extended writing assessment on the effects of urbanisation.	Build on knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field.  -Students are given a location for their Eco Home – spatial awareness interleaving the concepts of sustainability and coastal processes.  Understand how geographical processes interact to create distinctive human and physical landscapes that change over time.  Rocks, weathering and soils; coasts.  Extend locational knowledge and deepen their spatial awareness of the world's countries (Kenya and India as LIC focus) Interpret aerial and satellite photographs.
Spring and Summer Term	The Anthropocene continued: Key Concepts - What are the similarities and differences to urbanisation in India? Comparisons to KenyaWhat are the causes and effects of urbanisation in LIC cities in India? -Mumbai- India, solving the problems of urbanisation.	Assessment - Decision making exercise based on Dharavi's regeneration scheme.	Human geography relating to: population and urbanisation; international development; economic activity.

# 3. Urban issues in the UK

Key concepts

- -What are the key human geography issues in the UK? Focus on population (Local Scale)
- How did Liverpool grow and what are the problems and solutions of deprivation and decline of urban areas?
- How has consumerism with focus on retail changed in the last 50 years (economic activity) in the UK?

# **Assessment:** *Extended writing*

assessment on

impact of deprivation and regeneration on Liverpool Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Asia (India) -Extend their locational knowledge and deepen their spatial awareness of the world's countries, key physical and human characteristics, countries and major cities. Liverpool UK

#### Summer Term

#### The Biosphere

# 4. The rural and urban fringe

- -What are the key challenges for the rural urban fringe of the UK?
- -Conflicts along the green belt -focus on migration, housing shortages and the North/ South divide.
- -UK rural landscapes geology, relief and distribution of the population
- -What are the challenges for the remote rural communities
- -How do we regenerate the rural environment
- -Focus on Snowdonia's regeneration

### 5. Active Geography in a rural area

Key concepts

- -Fieldwork investigation
- -combining a human and physical and environmental geography element. Incorporating secondary data as well as primary data collection; quantitative and qualitative sources.

## Assessment -

focus

End of Year Summer Examination on the success of regeneration of Snowdonia Human geography relating to: population and urbanisation; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources – focus on Snowdonia's tertiary and primary industry.

Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.