

Holland Park School | Year 9 Geography: Life in an Emerging Country

Life in an Emerging Country	
Overview	Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the countries classified as emerging. One of the key outcomes should be that pupils understand the characteristics and features of emerging countries. Pupils will investigate, using a range of geographical data, the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced due to rapid urbanisation. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country. This unit further develops pupil understanding of development and interdependence.
Key words	Economic, GDP per capita, interdependence, newly emerging economy (NEE), transnational corporation (TNC), globalisation, BRIC countries, MINT economies, mega city, migration, rural, urban, urbanisation, inequality, squatter settlement.
Key Skills	<ul style="list-style-type: none"> • Describe the location of the newly emerging countries and the characteristics of them. • Explain why rural to urban migration is a key feature of life in emerging countries. • Assess the opportunities and challenges faced by people living in a city in an emerging country. • Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country

The location and features of emerging countries.	Development indicators in emerging countries.	Employment structure change.	China's economic success.	Rural to urban migration in emerging countries.
<p>Students will be able to locate the emerging countries. They will know that they are classed as emerging as they are more developed than developing countries and they are experiencing rapid industrialisation.</p> <p>Students will be able to classify the factors which have influenced the development of emerging countries into human and physical factors.</p>	<p>Students will know that rapid development in emerging countries is leading to an improvement in development indicators, and therefore a perceived quality of life.</p> <p>Students will know that a range of development indicators are improving in emerging countries and will be able to link the changes in development indicators to the quality of life within countries.</p>	<p>Students will know that primary employment is decreasing in emerging countries, while secondary employment is increasing and the reasons for a change in this.</p> <p>Students will know how a change in industry can influence the GDP which can influence the development such as GDP and HDI.</p> <p>Students show understanding of how change in one area can have a knock-on effect elsewhere.</p>	<p>Students will be able to locate China.</p> <p>Students will understand that there have been a range of human factors that have allowed China to rapidly develop.</p> <p>Students will be able to explain how the different factors have led to economic growth and therefore the impact on quality of life.</p>	<p>Students will know what rural to urban migration is and will be able to explain a range of push and pull factors influencing this process.</p> <p>Students will be able to interpret data on rural to urban migration from different graphs.</p> <p>Students will reach a conclusion on the most important factor driving this trend.</p>
Brazil	South Korea	Nigeria	Russia	
<p>Students will be able to locate Brazil and identify a range of human and physical features which could have the potential to influence Brazil's development.</p> <p>Students will know that Rio has opportunities and challenges (like all cities).</p>	<p>Students will know where S. Korea is and how its economy has changed in recent times.</p> <p>Students will know what TNCs are and how they operate and how they have influence economic growth in South Korea.</p>	<p>Students will be able to locate Nigeria and identify and sort a range of features which make Nigeria important regionally or globally. They will explain why Nigeria is important at different scale.</p> <p>Students will understand that Shell brings advantages and disadvantages to Nigeria and the social, economic or environmental impacts and make a judgement if the advantages outweigh the disadvantages or vice-versa.</p>	<p>Students will understand that Russia has extensive natural resources found in both the taiga and tundra biomes of the country.</p> <p>Students will understand that Russia's energy extraction is important to the economy of Russia and many countries around the world.</p> <p>Students will apply knowledge by using the grids to decide on the best option re: energy production/ extraction in Russia. They should be able to explain the reasons for their choice, but at the same time understand that their option has limitations.</p>	

Holland Park School | Year 9 Geography: Climate Change

Climate Change	
Overview	In this unit pupils will investigate the challenge of a changing climate, its causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the weather and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their carbon footprint. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development.
Key words	Climate change, global warming, greenhouse gases, carbon dioxide, methane, United Nations, carbon offsetting, carbon footprints, mitigation, adaptation, international agreement, deforestation, industrialisation, green energy, ice cores, Milankovitch cycles, orbital change, sunspots, tree rings, carbon capture.
Key Skills	<ul style="list-style-type: none"> • Can describe the evidence to suggest that the world's climate is changing. • Can explain the natural and human processes which cause climate change. • Can discuss the different impacts that climate change will have globally. • Assess the effectiveness of methods used to respond to climate change

Evidence for climate change.	Natural causes of climate change.	The greenhouse effect.	Human vs natural causes
<p>Students will be able to describe how climate has changed overtime.</p> <p>Students will know that there are a variety of ways to find out about the climate in the past and explain how each piece of evidence works.</p> <p>Students will understand that some pieces of evidence are more reliable than others and make a judgement on the different sources.</p>	<p>Students will know that there are natural causes which can lead to climate change and will be able to explain how each of the natural causes of climate change operate.</p>	<p>Students will know what the atmosphere is and some of the gases which make up the atmosphere.</p> <p>Students will know what the natural greenhouse effect is, and why it is important for life on earth.</p> <p>Students will know how humans contribute to the enhanced greenhouse effect, and some of the effects associated with this. They will be able to explain the enhanced greenhouse effect.</p>	<p>Students will work independently to produce an extended written piece which will look at the human and natural causes of climate change, finally providing a summative statement as to which they think is the most significant cause of climate.</p>
The effects of climate change.	The effects of climate change in Bangladesh.	The climate change dilemma.	Adaptation vs mitigation.
<p>Students will know a range of possible impacts of climate change, and will be able to give place specific examples and will be able to sort the factors into social, economic, and environmental</p>	<p>Students will know where Bangladesh is and some characteristics</p> <p>Students will know that there are a range of physical and human factors which make Bangladesh vulnerable to climate change.</p> <p>Students will understand that the effects of climate change on Bangladesh and a range of consequences because of climate change, and will be able to suggest, through chains of reason, which of these effects they feel will be most severe.</p>	<p>Students will understand that there are differing views re: the climate change debate.</p> <p>Students will know that there are differing economic, social, and environmental factors which may influence some stakeholders to have particular views about climate change</p>	<p>Students will know the differences between adaptation and mitigation.</p> <p>Students will understand how a range of adaptation and mitigation strategies work to manage climate change.</p> <p>Students will begin to consider the social, economic, and environmental impacts of the strategies</p> <p>Students will then work to produce an extended written piece evaluating 'the effectiveness of response methods to climate change.'</p>

Holland Park School | Year 9: Issues of Urbanisation

Issues of Urbanisation	
Overview	<p>This unit focuses on urban areas in the UK. A central theme through the unit is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK.</p> <p>Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors which have led to urban decay/decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/decline upon certain cities.</p> <p>The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of a town, or part of a city, of the schools' choice.</p>
Key words	Urban, rural, industrialisation, land use, central business district (CBD), inner city, outer city, suburbs, greenbelt, rural-urban migration, rural-urban fringe, sustainable settlements, air/ noise/ visual pollution, water pollution, urban sprawl.
Key Skills	<p>Describe factors which led to the growth of cities in the UK and the land use patterns within these.</p> <p>Explain the causes of urban change and dereliction in the UK.</p> <p>Explain the ways in which urban areas can be made more sustainable.</p> <p>Assess the effectiveness of a regeneration project in improving life within a city.</p>

Site and situation.	Urban land use zones.	Urban decline.	Opportunities of urban change.	Urban sprawl.
<p>Students will be able to describe the different types of site and will understand why these factors are beneficial for a cities growth and character.</p> <p>Students will describe the meaning of situation, by explaining how London's proximity to Europe was an advantage for its growth</p>	<p>Students will understand and describe that Burgess model</p> <p>Students will be able to identify each zone and how building density, environment and layout of roads within each zone.</p>	<p>Students will understand the factors which have influenced suburbanisation and de-industrialisation,</p> <p>Students will be able to link the processes of suburbanisation and deindustrialisation to the negative multiplier effect and it's impacts on the inner city.</p> <p>Students will explain how and why urban change in the inner city is impacting the quality of life for different people.</p>	<p>Students should be able to identify the opportunities and challenges associated with urban change.</p> <p>Students will reach a judgement on whether urban areas have more opportunities or challenges.</p>	<p>Students will understand the benefits of developing new industries, shopping centres, housing estates etc. on the rural urban fringe, and how this is resulting in urban sprawl.</p> <p>Students will produce an extended written piece covering the different impacts of new developments on the rural-urban fringe, during independent practice.</p>
Counter-urbanisation.	Sustainable urban areas.		Regeneration case study.	
<p>Students will be able to describe a range of push and pull factors which are contributing to the process of urbanisation.</p> <p>Students will understand that a range of different stakeholders have been impacted due to counter-urbanisation and categorise to environmental, social or economic.</p>	<p>Students will be able to describe and locate sustainable living areas in the UK.</p> <p>Students will be able to identify how areas can be more sustainable, socially, economically and environmentally, and make a decision on the most effective way to improve the sustainability of urban areas.</p>		<p>Students will be able to list the reasons for the Queen Elizabeth Park regeneration and the advantages and disadvantages of this project. Students will be able to explain these points and classify them as social, economic or environmental.</p> <p>Students will be able to make judgements regarding how effective the regeneration project has been, finally providing a substantiated summative statement, concluding on whether the advantages are greater than the disadvantages.</p>	

Holland Park School | Year 9 Geography: Glaciation

Glaciation	
Overview	<p>This unit focuses glaciers and glaciation focusing on glaciated landscapes building on the knowledge from rivers and coasts. It allows students to make links between previous units. As climate change drives melting, a reduction in world-wide ice cover is set to severely impact on many places.</p> <p>The unit finishes with students learning about the opportunities and challenges glaciated landscapes experience and how we can manage them.</p>
Key words	Abrasion, Plucking, Freeze thaw weathering, Ablation Moraine Snout, Melt water streams, U-shaped valley, Accumulation zone, Ablation zone corrie, pyramidal peak, U shaped valley, Arete and ribbon lake and glacial trough.
Key Skills	<ul style="list-style-type: none"> • Identify the features of glacial landforms using OS maps, as well as aerial and ground photographs. • Explain how erosion, deposition and transportation, create glacial landforms. • Explain why glacial landscapes are under threat. • Assess the opportunities and challenges associated with human activity in a glacial landscape studied.

What are glaciers?	How does erosion, deposition and transportation influence glaciated landscapes.	Glaciation Landforms
<p>Students will be able to understand how glaciation has affected the UK and it used to be covered in ice.</p> <p>Students will be able to describe where in the world we find glaciers.</p> <p>Students will be able to explain the formation of a glacier.</p>	<p>Students will be able to describe erosion, deposition and transportation, create glacial landforms.</p> <p>Students will be able to define rotational slip, Plucking, freeze thaw weathering.</p> <p>Students will be able to use the key words to explain how the create glacial landforms.</p> <p>Students will be able to explain the formation of a corrie.</p>	<p>Students will be able to identify glacial features on an OS map.</p> <p>Students will be able to describe how glaciated landscapes are formed.</p> <p>Students will be able to explain the formation of a corrie, pyramidal peak, U shaped valley, Arete and ribbon lake and glacial trough using diagrams.</p>
Depositional Landforms	Why are glaciated landscapes undertreat?	What are the opportunities and challenges in a glaciated landscape?
<p>Students will be able to describe how glaciers transport and deposit material.</p> <p>Students will be able to identify depositional landforms on an OS map, satellite images and photographs.</p> <p>Students will be able to explain the formation of moraines and describe the difference between lateral, terminal and medial moraines.</p> <p>Students will be able to describe how erratic are formed.</p>	<p>Students will be able to describe how glaciers have changed around the world.</p> <p>Students will be able to explain how climate change is affecting glaciers and be able to describe how glaciers retreat.</p> <p>Students will be able to describe a range of impacts of glacial retreat.</p>	<p>Students will be able to locate the Lake District on an OS map and describe the location in the UK.</p> <p>Students will be able to identify a range of opportunities and challenges of human activity in the Lake District and how different stake holders have different opinions.</p> <p>Students will be able explain how the landscape of the Lake District provides opportunities for economic activity</p> <p>Students will be able to explain how the Lake District can be managed and why it is needed.</p> <p>Students will be able to evaluate different management strategies used within the Lake District.</p>

Holland Park School | *Year 9 Geography: Energy*

Energy	
Overview	<p>This unit concludes KS3. The unit focusses on the topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future.</p> <p>Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a country's level of development. Pupils will link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources. At the same time, they will appreciate that there are still limitations regarding renewable/alternative energies.</p> <p>Pupils will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically and environmentally.</p>
Key words	Natural resources, energy security, renewable and non-renewable energy, fossil fuels, biomass, solar, geothermal, hydro-electric, fracking, direct emissions, efficiency, demand reduction, Kyoto Protocol, political instability.
Key Skills	<ul style="list-style-type: none"> • Describe the uneven distribution of energy consumption and the reasons for this. • Explain how the global energy mix is changing and the factors which influence this. • Assess the challenges and opportunities linked to renewable and non-renewable energy sources. • Assess the social, economic, environmental impacts of energy production in a chosen country.

Energy distribution, consumption and poverty.	The changing energy mix.	Non-renewables.
<p>The students will be able to describe how energy consumption varies globally.</p> <p>The students will be able to sort different factors which influence energy consumption, from the most significant to the least significant.</p>	<p>Students will understand that the energy mix for countries changes overtime. For developed nations in the EU and the UK, there has been a recent growth in renewable energies, with a gradual decline in non-renewables.</p> <p>Students will be able to explain why non-renewables are declining, and why renewables are increasing.</p>	<p>Students will be able to describe how coal and gas are formed,</p> <p>Students will be able to identify the advantages and disadvantages of using non-renewables, and will be able to classify these into economic, social or environmental impacts.</p>
Renewable energy.	Renewable v Non Renewable	Fracking case study.
<p>Students will be able to identify and describe how a range of renewable energy sources are formed.</p> <p>Students will be able to identify the advantages and disadvantages of using renewables, and will be able to classify these into economic, social or environmental impacts.</p>	<p>Students will produce piece of writing which will respond to the stakeholder, giving a balanced view to the idea that we 'should stick to fossil fuels.</p>	<p>Students will know what fracking is and how it takes place. They will understand that the UK has huge potential to develop fracking.</p> <p>Students will be able to identify some of the opportunities and challenges of developing fracking, finally providing a substantiated summative statement, concluding on whether the advantages are greater than the disadvantages.</p>