

## Continuity Curriculum

*An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning*

### Year 9 Geography

Week Beginning	Lesson Title	Lesson Objective	Online Lesson Link
8 <sup>th</sup> September	<p><b><u>New Unit:</u></b> <b><u>Climate Change</u></b></p> <p><b>Lesson 1:</b> <b>What is the evidence for climate change?</b></p>	To describe the evidence to suggest that the world's climate is changing.	<p><a href="#">L1 Evidence EDITED.pptx</a></p> <p><b>Video 1:</b> <a href="https://www.youtube.com/watch?v=VjTsj-fi-po">https://www.youtube.com/watch?v=VjTsj-fi-po</a></p> <p><b>Video 2:</b> <a href="https://www.youtube.com/watch?v=xmZO7aRgcW4">https://www.youtube.com/watch?v=xmZO7aRgcW4</a></p>

8 <sup>th</sup> September	<b>Lesson 2: What are the natural causes of climate change?</b>	To identify three natural causes of climate change.	<a href="#">L2 natural causes.pptx</a>
15 <sup>th</sup> September	<b>Lesson 3: What is the enhanced greenhouse effect?</b>	To explain the natural and human processes which cause climate change.	<a href="#">L3 Greenhouse.pptx</a>  <a href="https://www.youtube.com/watch?v=oJAbATJCugs">https://www.youtube.com/watch?v=oJAbATJCugs</a>

<p>15<sup>th</sup> September</p>	<p><b>Lesson 4: Is climate change caused by humans or nature?</b></p>	<p>To show understanding of both sides of the climate change debate, differentiating between natural and human factors.</p>	<p><a href="#">L4 Human vs natural.pptx</a></p>
<p>22<sup>nd</sup> September</p>	<p><b>Lesson 5: What are the impacts of climate change?</b></p>	<p>To understand how the effects of climate change impact the environment and humans.</p>	<p><a href="#">L5 - Impacts of Climate Change.pptx</a></p> <p><a href="https://www.youtube.com/watch?v=HsAUGbUgx6Y">https://www.youtube.com/watch?v=HsAUGbUgx6Y</a></p>
<p>22<sup>nd</sup> September</p>	<p><b>Lesson 6: What are the effects of climate change in Bangladesh?</b></p>	<p>To know the effects of climate change in Bangladesh.</p>	<p><a href="#">L6 Bangladesh climate change.pptx</a></p> <p><b>Video 1:</b></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-gcse-rising-sea-levels-bangla">https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-gcse-rising-sea-levels-bangla</a></p> <p><b>Video 2:</b></p>

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-gcse-climate-refugees-dhaka-ba>

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<p>29<sup>th</sup> September</p>	<p><b>Lesson 7: What are the global impacts of climate change?</b></p>	<p>To understand why different groups have conflicting opinions on climate change.</p>	<p style="text-align: center;"><a href="#">L7 Dilemma.pptx</a></p> <p style="text-align: center;"><b>Stakeholder opinions:</b></p> <p style="text-align: center;"><a href="https://hollandparkschoolcouk.sharepoint.com/:b:/s/Geography/EXoHg3rYKyxBomp_3_fUmr4BzJy6w5M8P">https://hollandparkschoolcouk.sharepoint.com/:b:/s/Geography/EXoHg3rYKyxBomp_3_fUmr4BzJy6w5M8P</a></p>
<p>29<sup>th</sup> September</p>	<p><b>Lesson 8: How do we respond to climate change?</b></p>	<p>To understand the difference between adaptation and mitigation strategies.</p>	<p style="text-align: center;"><a href="#">L8 Adaptation and mitigation.pptx</a></p> <p style="text-align: center;"><b>Video:</b></p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=hbGrLp3ZTsc">https://www.youtube.com/watch?v=hbGrLp3ZTsc</a></p> <p style="text-align: center;"><b>Responses Sheet:</b></p> <p style="text-align: center;"><a href="https://hollandparkschoolcouk.sharepoint.com/:b:/s/Geography/EXx8imQmYYJGnsc2kTx8silBvsMSFoIrs">https://hollandparkschoolcouk.sharepoint.com/:b:/s/Geography/EXx8imQmYYJGnsc2kTx8silBvsMSFoIrs</a></p>

6 <sup>th</sup> October	<b>Lesson 9: Assessment</b>	To recall factual information and key terms.  To use the content we have covered to be able to answer a 9-mark question.	Please speak to Ms Grewal (3.4) to collect an assessment paper.
6 <sup>th</sup> October	<b>Lesson 10: Feedback</b>	To understand the reasons for any marks that have been lost. To be able to act on feedback in the redraft.	Please speak to Ms Grewal (3.4) to collect feedback and redrafting tasks.
13 <sup>th</sup>	<b><u>New Unit:</u> Energy</b>  <b>Lesson 1: How does energy</b>	To describe the uneven distribution of energy consumption	<b>Video 1:</b> <a href="https://www.youtube.com/watch?v=MFxtK6zSbEA">https://www.youtube.com/watch?v=MFxtK6zSbEA</a>  Video 2: <a href="https://www.youtube.com/watch?v=m1lGYkoWAjE">https://www.youtube.com/watch?v=m1lGYkoWAjE</a>

October	<b>consumption vary globally?</b>	and the reasons for this.	
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13 <sup>th</sup> October	<b>Lesson 2: How does energy mix change overtime?</b>	To explain how the global energy mix is changing and the factors which influence this.	Video: <a href="https://www.youtube.com/watch?v=deTo_ERH7ls">https://www.youtube.com/watch?v=deTo_ERH7ls</a>
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20 <sup>th</sup>	<b>Lesson 3: What are the pros and cons of</b>	To assess the challenges and opportunities linked to	<a href="#">L3. pros and cons of nonrenewables.pdf</a>

October	<b>non-renewables?</b>	renewable and non-renewable energy sources.	
20 <sup>th</sup> October	<b>Lesson 4: What are the pros and cons of renewables?</b>	To assess the challenges and opportunities linked to renewable and non-renewable energy sources.	<a href="#">L4 stakeholders.pdf</a>

3 <sup>rd</sup> November	<b>Lesson 5: Should non-renewables or renewables be chosen?</b>	To assess the challenges and opportunities linked to renewable and non-renewable energy sources.	<p>'We need to stick with fossil fuels. They are reliable and there are still significant reserves. Many people are e example via extraction, or indirectly, for example a car salesperson.</p> <p>Let's stick with what we know and forget about the unreliable, ugly renewables which everyone seems to cra</p>
3 <sup>rd</sup> November	<b>Lesson 6: Wind energy decision making activity</b>	To assess the challenges and opportunities linked to renewable and non-renewable energy sources.	<a href="#">L6 and 7 Wind adv disadv.pdf</a>

<p>10<sup>th</sup> November</p>	<p><b>Lesson 7: What are the impacts of fracking?</b></p>	<p>To assess the social, economic, environmental impacts of energy production in a chosen country.</p>	<p><a href="#">How does fracking work? - Mia Nacamulli - YouTube</a></p>
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10 <sup>th</sup> November	<b>Lesson 8: Fracking extended writing</b>	To assess the social, economic, environmental impacts of energy production in a chosen country.	'The extraction of shale gas only brings advantages.' Evaluate this statement.
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17 <sup>th</sup> November	<b>Lesson 9: Assessment</b>	To recall factual information and key terms. To use the content we have covered to be able to answer a 9- mark question.	Please speak to Ms Grewal (3.4) to collect an assessment paper.
17 <sup>th</sup> November	<b>Lesson 10: Feedback</b>	To understand the reasons for any marks that have been lost. To be able to act on feedback in the redraft.	Please speak to Ms Grewal (3.4) to collect feedback and redrafting tasks.

<p>24<sup>th</sup> November</p>	<p><b><u>New Unit: Life in an emerging country</u></b></p> <p><b>Lesson 1:</b> <b>What are the features of emerging countries?</b></p>	<p>To describe the location of the newly emerging countries and the characteristics of them.</p>	<p><b>Video 1:</b> <a href="https://www.youtube.com/watch?v=qlQclOgHDas">https://www.youtube.com/watch?v=qlQclOgHDas</a></p> <p><b>Worksheet:</b> <a href="#">Lesson 1 Features WS.odt</a></p>
<p>24<sup>th</sup> November</p>	<p><b>Lesson 2:</b> <b>What are the development</b></p>	<p>To describe the location of the newly</p>	<p>The terms 'developed' and 'developing' group and classify some countries unfairly. As a nation develops, it moves through nations that are moving through these stages rapidly are known as emerging countries.</p>

	<b>indicators in emerging countries?</b>	emerging countries and the characteristics of them.	<p>The people in these countries often work in manufacturing jobs, rather than farming activities like in developing countries within emerging countries, at a significant rate.</p> <p>In emerging countries as the standard of living increases, so does the demand for consumer goods. This can include goods like smartphones and personal computers, a greater demand for designer brands, and an increase in energy use for electronic items.</p> <p>In recent years, the governments of these countries have seen an increase in tax revenue, and this has been spent on developing and improving services such as schools and hospitals.</p>
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<p>1<sup>st</sup> December</p>	<p><b>Lesson 3: How does employment structure change?</b></p>	<p>To describe the location of the newly emerging countries and the characteristics of them.</p>	<p><a href="#">L3 Employment structure opinions.pdf</a></p>
<p>1<sup>st</sup> December</p>	<p><b>Lesson 4: How did China gain economic success?</b></p>	<p>To describe the location of the newly emerging countries and the characteristics of them.</p>	<ul style="list-style-type: none"> <li>• China has, until recently, had a low minimum wage.</li> <li>• Many reports suggest trade unions in China were weak, so long working hours were the norm.</li> <li>• Environmental laws were not as strict in China as in many developed countries.</li> <li>• The government placed subsidies on Chinese exports, setting aside \$1 billion per year in the past.</li> <li>• Foreign companies (known as transnational corporations) were given tax breaks. This means they did</li> </ul>

8 <sup>th</sup> December	<b>Lesson 5: What causes rural to urban migration?</b>	To explain why rural to urban migration is a key feature of life in emerging countries.	<a href="#">Lesson 5 Push and pull factors.pdf</a>
8 <sup>th</sup> December	<b>Lesson 6: Where is Brazil and what is it like?</b>	To describe the location of the newly emerging countries and the characteristics of them.	<a href="#">Lesson 6 Factors affecting Brazil.pdf</a>
15 <sup>th</sup> December	<b>Lesson 7: What are the opportunities and challenges in Rio?</b>	To assess the opportunities and challenges faced by people living in a city in an emerging country.	<a href="#">L7 Rio Task.pdf</a>

15 <sup>th</sup> December	<b>Lesson 8: Opportunities and challenges in Rio – extended writing</b>	To assess the opportunities and challenges faced by people living in a city in an emerging country.	'There are more opportunities than challenges in Rio.' To what extent do you agree? E

<b>Half-term</b>			
5 <sup>th</sup> January	<b>Lesson 9: How does South Korea's economy change?</b>	To evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.	<p style="text-align: right;"><b>Task 1:</b></p> <p style="text-align: right;"><a href="#">Lesson 9 S Korea report.pdf</a></p> <p style="text-align: right;"><b>Task 2:</b></p> <p style="text-align: right;"><a href="#">L9 Main Task.pdf</a></p>

5 <sup>th</sup> January	<b>Lesson 10:</b> <b>Where is Nigeria and why is it important?</b>	To describe the location of the newly emerging countries and the characteristics of them.	<a href="#">L10 Nigeria Notes.pdf</a>
12 <sup>th</sup> January	<b>Lesson 11:</b> <b>What are the pros and cons of TNCs in Nigeria (Shell)?</b>	To evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.	<a href="#">Lesson 11 Dilemma stakeholders.pdf</a>

12 <sup>th</sup> January	<b>Lesson 12: Transnational corporations – extended writing</b>	To evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.	<b>Extended writing question:</b>  Evaluate the impact(s) of a transnational corporation(s) on a named country.

19 <sup>th</sup> January	<b>Lesson 13: What is the energy issue in Russia (DME)?</b>	To evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.	<a href="#">L13 Main Task.pdf</a>

19 <sup>th</sup> January	<b>Lesson 14: Assessment</b>	<p>To recall factual information and key terms.</p> <p>To use the content we have covered to be able to answer a 9-mark question.</p>	Please speak to Ms Grewal (3.4) to collect an assessment paper.
26 <sup>th</sup> January	<b>Lesson 15: Feedback</b>	<p>To understand the reasons for any marks that have been lost.</p> <p>To be able to act on feedback in the redraft.</p>	Please speak to Ms Grewal (3.4) to collect feedback and redrafting tasks.

<p>26th January</p>	<p><b><u>New Unit:</u></b> <b><u>Glaciation</u></b></p> <p><b>Lesson 1:</b> <b>What are glaciers, and how do they form?</b></p>	<p>To identify the components of a glacier, including the accumulation zone, ablation zone, and snout.</p>	<p><a href="#">Lesson 1 The formation of glaciers.pptx</a></p> <p>Video: <a href="https://www.youtube.com/watch?v=WJgpDyPgewQ">https://www.youtube.com/watch?v=WJgpDyPgewQ</a></p>
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2 <sup>nd</sup> February	<b>Lesson 2: How is a corrie formed?</b>	<p>To understand how a corrie is formed by glacial erosion.</p> <p>To explore key glacial processes like abrasion, plucking, and freeze-thaw weathering.</p>	<a href="#">Lesson 2 corrie formation.pptx</a>
2 <sup>nd</sup> February	<b>Lesson 3: How are aretes and pyramidal peaks formed?</b>	<p>To understand how aretes and pyramidal peaks are formed by glacial erosion.</p> <p>To identify the processes of</p>	<a href="#">Lesson 3 Aretes and pyramidal peaks.pptx</a>

		freeze-thaw weathering, abrasion, and plucking in shaping mountain landscapes.	
9 <sup>th</sup> February	<b>Lesson 4: How are U-shaped valleys formed?</b>	To understand how glacial troughs (U-shaped valleys) are formed.  To explore the role of glacial erosion in shaping valleys, including the formation of hanging valleys and ribbon lakes.	<a href="#">Lesson 4 Glacial troughs u-shaped valleys.pptx</a>
9 <sup>th</sup> February	<b>Lesson 5: What are the depositional landforms?</b>	To understand the three different types of moraines, erratic	<a href="#">Lesson 5 transportation and deposition landforms.pptx</a>  <b>Video:</b> <a href="https://timeforgeography.co.uk/videos_list/glaciation/glacial-deposits-types-m">https://timeforgeography.co.uk/videos_list/glaciation/glacial-deposits-types-m</a>

		boulders and drumlins.	
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<b>Half-term</b>			
23 <sup>rd</sup> February	<b>Lesson 6: What are the impacts caused by glaciers?</b>	To identify the possible impacts caused by melting glaciers.	<a href="#">Lesson 6 the impacts of glacial retreat (2).pptx</a>

2 <sup>nd</sup> March	<b>Lesson 7: What are the human uses of glacial landscapes?</b>	To understand and explain the land uses in glacial landscapes.	<a href="#">Lesson 7 stakeholders (1).pdf</a>

9 <sup>th</sup> March	<b>Lesson 8: What are the impacts of tourism in the Lake District?</b>	To explain the impacts of tourism in a named glacial landscape.	<a href="#">Lesson 8 extended wrting.pptx</a>

16 <sup>th</sup> March	<b>Lesson 9: How are the challenges managed in the Lake District?</b>	To evaluate different management strategies that respond to challenges in glacial landscapes.	<a href="#">Lesson 9 managing the challenges in a glacial landscape (1).pptx</a>

23 <sup>rd</sup> March	<b>Lesson 10: Assessment</b>	To recall factual information and key terms. To use the content we have covered to be able to answer a 9-mark question.	Please speak to Ms Grewal (3.4) to collect an assessment paper.

**Half-term**

13 <sup>th</sup> April	<b>Lesson 11: Feedback</b>	To understand the reasons for any marks that have been lost. To be able to act on feedback in the redraft.	Please speak to Ms Grewal (3.4) to collect feedback and redrafting tasks.
20 <sup>th</sup> April	<b><u>New Unit:</u> <u>Issues of Urbanisation</u></b>  <b>Lesson 1: What is site and situation?</b>	To describe factors which led to the growth of cities in the UK and the land use patterns within these.	<a href="#">L1 site and sit.pptx</a>
27 <sup>th</sup> April	<b>Lesson 2: What are land use zones?</b>	To describe factors which led to the growth of cities in the UK and the land	<a href="#">L2 land use zones.pptx</a>

		use patterns within these.	
4 <sup>th</sup> May	<b>Lesson 3: What causes urban decline?</b>	To explain the causes of urban change and dereliction in the UK.	<a href="#">L3 urban decline.pptx</a>
11 <sup>th</sup> May	<b>Lesson 4: What are the opportunities of urban change?</b>	To explain the causes of urban change and dereliction in the UK.	<a href="#">L4 Opportunities of urban change.pptx</a>

18 <sup>th</sup> May	<b>Lesson 5: What causes urban sprawl? (Liverpool example)</b>	To explain the causes of urban change and dereliction in the UK.	<a href="#">L5 Urban sprawl.pptx</a>
<b>Half-term</b>			
1 <sup>st</sup> June	<b>Lesson 6: What is counter-urbanisation? (example: Liverpool, Aughton)</b>	To explain the causes of urban change and dereliction in the UK.	<a href="#">L6 counter-urbanisation.pptx</a> <a href="#">L6 Counter-urbanisation.docx</a>

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8 <sup>th</sup> June	<b>Lesson 7:</b> <b>How can urban areas become sustainable?</b>	To explain the ways in which urban areas can be made more sustainable.	<p style="text-align: right;"><a href="#">L7 Sustainable urban areas.pptx</a></p> <p><b>Video 1:</b> <a href="https://www.youtube.com/watch?v=6oes4dTm8Q4">https://www.youtube.com/watch?v=6oes4dTm8Q4</a></p> <p><b>Video 2:</b> <a href="https://www.youtube.com/watch?v=rvB9VziVJEs">https://www.youtube.com/watch?v=rvB9VziVJEs</a></p>
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15 <sup>th</sup> June	<b>Lesson 8: Sustainable living dilemma</b>	To explain the ways in which urban areas can be made more sustainable.	<a href="#">L8 Sustainable living dilemma.pptx</a>  <a href="#">L8 Stakeholders views.pdf</a>

22 <sup>nd</sup> June	<b>Lesson 9: A sustainable decision-making activity – solving the UK’s housing crisis</b>	To explain the ways in which urban areas can be made more sustainable.	<a href="#">L9 DME Leicester FLA.pptx</a> <a href="#">L9 DME options.pdf</a>
29 <sup>th</sup> June	<b>Lesson 10: What is urban regeneration? (Case study - Queen Elizabeth Park, Newham)</b>	To assess the effectiveness of a named regeneration project.	<a href="#">L10 Regeneration.pptx</a> <a href="#">L10 Olympic cards.docx</a>

6 <sup>th</sup> July	<b>Lesson 11: Urban regeneration – extended writing</b>	To assess the effectiveness of a named regeneration project.	<a href="#">L11 Extended writing.pptx</a> Video: <a href="https://www.youtube.com/watch?v=du6RbbNZUbl">https://www.youtube.com/watch?v=du6RbbNZUbl</a>

13 <sup>th</sup> July	<b>Lesson 12: Assessment</b>	<p>To recall factual information and key terms.</p> <p>To use the content we have covered to be able to answer a 9-mark question.</p>	Please speak to Ms Grewal (3.4) to collect an assessment paper.

13 <sup>th</sup> July	<b>Lesson 13: Feedback</b>	To understand the reasons for any marks that have been lost. To be able to act on feedback in the redraft.	Please speak to Ms Grewal (3.4) to collect feedback and redrafting tasks.
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