

Autumn Term 1 & 2 Year 9 Geography

Year 9	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)
Weeks 1 & 2	Understand Hans Rosling's rule of thumb for factfulness. Identify that we should look to the middle. Use Hans Rosling's idea of factfulness to describe changes in a country over time.	Identify the main measures of development. Describe the Human Development Index and understand why a composite indicator is better than a single one.	Interpret data on countries to show changes in development indicators. Use GIS to interpret data within a country at a regional level. Use of sources of information to assess how countries have changed over time.
Weeks 3 & 4	To identify the social/physical/political and economic factors that impact on development. To assess the significance of these factors to the development of the UK.	To understand what we mean by colonialism. To map colonies of the UK in the past. To assess the impacts colonial links have had on a named country (India).	To define the difference between standard of living and quality of life. To understand how quality of life might differ within a country and between countries. To use statistics to interpret differences in quality of life.
Weeks 5 & 6	To define the term social inequality. To understand how inequality is measured by use of the Gini Coefficient and the Lorenz Curve. To interpret inequality data from Lorenz curves.	To understand how rapid urbanisation can increase inequality within a country / city. To investigate the issues arising from the development of shanty towns in India. To assess whether there are any positive developments in the shanty towns.	To understand the difference between top down strategies and grass roots strategies. To evaluate examples of both top down and grassroots strategies to reduce inequality within a country.

Weeks 7 & 8	To analyse maps and data at different temporal and spatial scales. To assess whether the world has become fairer using the resources.	To understand the concept of bias in sources of data. To understand how our own perceptions can create bias. To evaluate sources and determine their accuracy and reliability as sources of geographical data.	To understand the danger of a single story. To identify examples of where there might be dangers of a single story in: the world, the UK, Keighley.
Weeks 9 & 10	What do we mean by hazards?  Do all hazards become disasters?  Why are some people more at risk than others?	How can we classify hazards in the world?  How can we map current hazards in the world?  What are the most significant natural hazards in the world today?	What can we remember about tectonic processes?  Why can tectonic activity create significant hazards for people?
Weeks 11 & 12	How can places plan and predict tectonic hazards?  How significant are human responses and human decisions in the severity of hazards?	Why is Iceland a success story in the planning and mitigation of tectonic hazards?	Why did the Japanese tsunami create such a major disaster even though planning and prediction was in place?

<p>Weeks</p> <p>13 &amp; 14</p>	<p>How can countries mitigate against tectonic hazards?</p> <p>Understand the 3 P's of mitigation.</p>	<p>Is it true that earthquakes don't kill people but buildings do?</p> <p>How can we make buildings more earthquake safe?</p>	<p>How did the history of Haiti create a more significant disaster after the 2010 earthquake?</p> <p>Why does mitigation sometimes go wrong?</p>
-------------------------------------	--	---	--