**WHAT ARE THE BIG AIMS OF YEAR 9?**

To consolidate learning and ensure that all students feel secure to embark on a GCSE Geography course.
To know and understand physical and human geographical concepts such as natural hazards, and globalisation and how they interact between physical and human processes on a global scale.
To use a variety of geographical skills such as map skills, interpreting data, create GIS mapping with confidence.

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?**

Locate various important world countries, cities, physical features and human features.
Understand physical and human processes which occur on a global scale.
Explain in detail using geographical theory such as Rostow's theory, Urban Models, Alfred Wegner's continental drift, interactions between human and physical processes in a variety of global locations.
Plan, collect data, present findings, analyse and evaluate both human and physical fieldwork.
Interpret, use and analyse GIS data for a variety of places

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- Know and understand examples of natural hazards and the causes, effects, responses on a global scale.
- Know and understand the changes in global trade and the impacts of globalisation, focussing on Africa.
- Know and understand the similarities and differences found within the country of India.
- Understand how India is changing and developing and the opportunities and challenges this will create.
- Understand why towns and cities need redevelopment and the positive and negative impacts of redevelopment.
- Know and understand why in the 21st century sustainable development is a key.
- Know and understand the physical and human features in the mass country of Russia.
- Know and understand why Russia is a superpower and its importance on a global scale.

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- Viewing of GIS maps and layering.
- GIS interpretation of extreme weather data.
- Comparison and analysis of climate graphs from extreme locations.
- Interpretation of synoptic weather charts.
- Creation of complex annotated diagrams.
- Creation of complex graphs such as proportional symbols, choropleth maps and scatter graphs.
- Use of statistical analysis tools such as spearman's rank.
- Creation of flow lines, and desire lines linked to global trade and Russian links.
- Creation of living graphs.
- Creation of data collection sheets
- Carry out fieldwork techniques such as EQS, land use mapping, field sketching, questionnaires and interpretation of O.S maps, aerial photographs and topographical maps.
- Complete transect mapping of Russia

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

Convection currents in the mantle cause continental drift from Wegner's Theory.
Hurricanes, Cyclones, Typhoons and Storms are all different, when they are the same but named differently in different global locations.
Tsunamis are a form of extreme weather.
Africa is a country.
India is very poor and not linked to the history of Bangladesh and Pakistan.
Natural Hazards are not created using the scientific/geographical processes.
Russia is Asia and not both continents (Europe and Asia)

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

There will be a range of assessment forms used throughout the year, including formative, summative and synoptic assessment.

Formative assessment may include small quizzes, multiple choice questions, in class teacher questioning. Summative assessments will involve end of unit assessments which will identify areas of development as well as successful learning.

Synoptic Assessments will be at the end of the year and will assess students learning across the whole year.