



# YEAR 9 GEOGRAPHY SCHEME OF WORK St Ivo School Geography Department

2015/2016

Please note that these schemes of work are for guidance and the precise nature of homework and activities will be at the teacher's discretion. Where classes are shared between two teachers, the order in which the units are delivered may vary.

AUTUMN TERM					
Key Idea	Pupil Activities	Resources	Assessment	Literacy/Numeracy	Homework
<p><b><u>Volcanoes</u></b></p> <p>Structure of the earth</p> <p>Location of tectonic activity</p> <p>Plate boundaries (causes of tectonic activity)</p> <p>Measuring &amp; recording seismic activity</p> <p>Structure of a volcano</p>	<p><b>Time: 10 weeks (Sept – mid Dec)</b></p> <ul style="list-style-type: none"> <li>Draw &amp; label a diagram to represent the structure of the earth. Focus on key terms.</li> <li>Using a world map draw on the plate boundaries &amp; locations of volcanoes</li> <li>Examine the three major plate boundaries i.e. destructive, constructive &amp; conservative. <i>Strand 4 Opportunity - Jigsaw learning activity where students learn about one plate boundary, then teach others in their group</i></li> <li>Look at the instruments used to measure seismic / volcanic activity &amp; the Richter scale</li> <li>Label diagram &amp; focus on key terms</li> </ul>	<p>Geog .1 pages 102-103 Waugh (F) page 204 Interactions pages 28-29</p> <p>Waugh (F) page205 Geog.1 pages 104-105 Tectonics PP</p> <p>Waugh (F) pages205-207 Geog.1 pages 106-107</p> <p>Geog.1 pages 108-109</p> <p>Interactions p20 - 21</p> <p>PP &amp; DVD</p>	<p>Volcano Literacy Assessment.</p> <p>Volcano Assessment 1 -</p>	<p>(L) Learn key terms (L) Journey through centre of Earth creative writing.</p> <p>(N) Use of latitude &amp; longitude co-ordinates to plot on tectonic activity</p> <p>(N) Understanding a variety of scales (Richter)</p>	<ul style="list-style-type: none"> <li>Activity Sheet 2.3 mapping volcano and earthquake activity</li> <li>Tectonics teaser key terms sheet (differentiated)</li> <li>Design a survival kit for a volcano to go in the home</li> <li>Volcano model making activity</li> </ul>

Looking at a volcanic disaster	<p><i>Strand 5 Opportunity - Student encouraged through model making activity to research and extend knowledge of a real life volcano/volcanic event</i></p> <ul style="list-style-type: none"> <li>Dantes Peak – FACT OR FICTION</li> <li>Focus on the causes, consequences &amp; solutions to the volcanic eruption</li> </ul>	<p>PP &amp; A3 task / notes sheet.</p> <p>DVD</p>	<p>Volcano model &amp; accompanying extended writing.</p> <p><b>Volcanoes test (%)</b></p>	<p>(L) Key term learning</p> <p>(L) Extended writing activity about Dantes Peak</p> <p>(L) Background research &amp; use of a planning grid to organise notes / extended writing activity</p>	<ul style="list-style-type: none"> <li>Montserrat survivor account</li> </ul>
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**SPRING TERM**

Key Idea	Pupil Activities	Resources	Assessment	Literacy / Numeracy	Homework
<p><u>Biomes</u></p> <p>Factors affecting climate</p> <p>Major world biomes</p>	<p><b>Time:</b>  <b>Mid Dec. – Jan- Climate</b>  <b>Feb-March - Rainforest</b>  <b>March-Easter - Desert</b></p> <ul style="list-style-type: none"> <li>Students examine the 4 factors causing climatic variations i.e. <ol style="list-style-type: none"> <li>Latitude</li> <li>Distance from the sea</li> <li>Prevailing winds</li> <li>Relief</li> </ol> <p><i>Strand 4 Opportunity - Jigsaw learning activity where students learn about one factor affecting climate, then teach others in their group</i></p> </li> <li>Mapping activity. Any</li> </ul>	<p>Interactions pages 4-5  Geog. 2 pages 36-37  A3 laminated sheet</p> <p>Atlas &amp; blank world maps</p> <p>Ecosystem starter PP</p>			<ul style="list-style-type: none"> <li>Design a colourful poster to show 4 factors affecting climate including diagrams and factual explanations</li> <li>Differentiated key terms glossary work sheet</li> </ul>

Ecosystems	<p>connections with types of biome &amp; climatic factors?</p> <ul style="list-style-type: none"> <li>Define what an ecosystem is &amp; look at major world examples</li> </ul>	<p>Geog. 2 pages 42-43 &amp; 48-49 Teachers' resource book pages 42-57</p> <p>Interactions pages 8-9 Waugh (F) pages 162-163 Rainforest starter clip from Andes to Amazon Rainforest PP x2</p>		<p>(L) Ecosystem glossary &amp; key term test</p>	<ul style="list-style-type: none"> <li>Tropical rain forest fact file (see w/s)</li> </ul>
Equatorial climate	<ul style="list-style-type: none"> <li>Drawing &amp; understanding a climate graph for an equatorial region.</li> <li>Mapping the geographical location of equatorial climates &amp; factors affecting them</li> <li>Structure of the rainforest</li> <li>Examine how plants &amp; animals have adapted to the climatic conditions</li> <li>Visit from Rainforest Roadshow (Nn) - <i>Strand 5 Opportunity - Student partake in animal roadshow acting as an intrinsic inspirational factor</i></li> </ul>	<p>Interactions p10 – 11 Group work - display</p> <p>D.Leat animal adaptations PP &amp; Attenborough video clips Interactions p 10-11 Geog. 2 pages 50-51 Brazil Amazon video Adaptations PP</p>	<p><b>Biome Assessment 1 - Designing and explaining the adaptations of a rainforest animal</b></p>	<p>(N) Ability to understand &amp; explain the patterns shown on a climate graph</p> <p>(L) Rainforest explorer account</p>	<ul style="list-style-type: none"> <li>Design a rainforest animal with labels</li> <li>Exploring the rainforest &amp; descriptive account</li> </ul>
<p><u>Case study: BRAZIL</u> Indigenous groups</p>	<p>Look at the homes, lifestyle, food &amp; dress of an indigenous group in Brazil</p>	<p>Tape 11 Yanomami + question sheet Places pages 26-27 (Kayapo tribe)</p>		<p>(L) Students to write a story about their life as a member of the Yanomami / Kayapo indigenous group (empathy writing)</p>	<ul style="list-style-type: none"> <li>Day in the life account ...</li> </ul>

Deforestation	<ul style="list-style-type: none"> <li>Research the causes &amp; consequences of deforestation. Focus on the impacts to both humans &amp; the natural environment</li> </ul>	<p>Brazil Amazon video Places pages 28-29 Geog. 2 pages 52-53 &amp; 118-119 Waugh: New Wider World pages 186-187 Lyre Bird – U tube clip PP available</p>	<p><b>Rainforest literacy assessment.</b></p>	<p>(L) Students to produce a 'charity' leaflet persuading people why we should protect the rainforest</p>	<ul style="list-style-type: none"> <li>Deforestation leaflet.</li> </ul>
Desert Climate	<ul style="list-style-type: none"> <li>Map &amp; describe the location of the worlds major deserts</li> <li>Draw a climate graph &amp; interpret its characteristics</li> <li>Look at how animals &amp; plants adapt to the climatic conditions</li> <li>Students to plan a desert expedition focusing on: food, dress, transport &amp; supplies</li> </ul>	<p>Starter DVD (Cb) Desert PP Interactions pages 12-13 Waugh: New Wider World (F) pages 166-167 &amp; 185</p> <p>Interactions pages 14-15 Wild Africa desert video Desert adaptations PP</p> <p>Expedition worksheet Desert video (Cb) Flash animation on a jeep &amp; camel (Cb)</p>		<p><b>Desert Exam Question</b></p>	<p>(L) Learning key terms from the whole topic</p> <p>(L) Planning a desert expedition, extended writing task</p>

**SUMMER TERM**

Key Idea	Pupil Activities	Resources	Assessment	Literacy / Numeracy	Homework
<p><b><u>Coastal Processes, Landforms &amp; management</u></b></p> <p>Land use at the coast</p> <p>Wave types, erosion, transportation and deposition</p> <p>Erosion features</p> <p>Case study: Dorset coast.</p> <p>LSD and deposition features</p>	<p><b>Time: 6 weeks (Easter – June h/t)</b></p> <ul style="list-style-type: none"> <li>Discuss land uses and conflicts.</li> <li>Conflict Grid</li> <li>Produce labelled diagrams of processes</li> <li>Pop up coastline</li> <li>Group work to produce plasticine model of coastline – headland to stump using Flip Cameras</li> <li><i>Strand 4 &amp; 5 - Project promotes creativity, flair, and independent research whilst coupling this with pair work to promote using each other as resources</i></li> <li>Produce a tourist booklet for the area, describing a walk and the features seen.</li> <li>LSD labelled diagram and diagrams of spit, bar and tombolo</li> </ul>	<p>Geog.2 Ppt – Gr Lesson 1</p> <p>Lesson 2</p> <p>Lesson 4 Pop up outline Flip cameras – exemplar work on projects</p> <p>Projects Geog .2 page 12 – 13</p> <p>Lesson 5</p>	<p>Coasts Assessment</p>	<p>(L) – Key term glossary</p> <p>(N) – Calculating distances (L) Tourist brochure for Dorset coast</p>	<p>Key terms</p> <p>Geog resources – 1B worksheet</p> <p>Geog resources – 1C worksheet</p> <p>Complete Dorset booklet</p>

Coastal protection and management.	<ul style="list-style-type: none"> <li>Fieldtrip to Dunwich / Aldeburgh</li> <li>Management techniques table</li> <li>DME about coastal protection at Dunwich. <i>Strand 4 - Students to become specialists in hard/soft engineering and design their own coastal management scheme</i></li> </ul>	Lesson 6 Geog .2 pages 16 - 21	Coasts Assessment	(N) – Calculating costs of schemes	
<p><b><u>Crime</u></b></p> <p><b>What is crime?</b></p> <p><b>Crime in the media</b></p> <p><b>Music Piracy</b></p> <p><b>Crime prevention</b></p> <p><b>Heroin Trail</b></p>	<p><b>Time: June Half Term - July</b></p> <p>Association of photos with different crimes.</p> <p>Evaluation of portrayal of crime. Watch clips and complete table. Design own programme of crime.</p> <p>Discussion - opinion line Acknowledge different viewpoints. Produce a poster</p> <p>List ways to prevent crime. Watch crime related videos.</p>	<p>What is Crime folder on projects</p> <p>Crime in the media folder</p> <p>Music piracy folder</p> <p>Crime prevention folder</p>	<b>END OF YEAR TEST (%)</b>	<p>(L) Definition of crime</p> <p>(N) interpretation of graph Calculation of downloads on Ipod</p> <p>(L) Key terms</p> <p>(L) Reading through of characters and situations</p>	<p><b>Write about the most notorious or memorable crime a family member can remember.</b></p> <p><b>Calculate how much digital music you, or a family member, has.</b></p>

<p><b>Crime in St Ives</b></p> <p><b>Crime in St Ivo school</b></p>	<p>Produce a leaflet / poster / rap / song etc to show how to reduce crime.</p> <p>Lesson 1: Plot the route of heroin from Afghanistan to UK. Plot statements along the route, describing the stages</p> <p>Lesson 2: Roleplay to highlight how to stop the trafficking of drugs</p> <p>Use police.co.uk website to complete a table of crime in five areas.</p> <p>Lesson 1: Discuss types of crime and crime prevention in school Students go around the school and audit the levels and areas of crime. <i>Strand 5 - Students to design data collection sheets and strategies to collect data</i></p> <p>Lesson 2: Annotate map Produce assessed letter</p>	<p>Heroin Trail folder</p> <p>Crime in St Ives folder – powerpoint and worksheet.</p>	<p><b>Letter to school governor / headmaster about crime in St Ivo</b></p>	<p>(GS) GIS use (N) Analysing patterns and trends</p> <p>(GS) Produce a shaded map (L) Discussion (N) Tally chart</p> <p>(GS) Map annotation and interpretation (L) Writing a letter</p>	<p><b>Make a poster of newspaper cuttings about local crimes.</b></p> <p><b>Complete assessed letter.</b></p>
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<p><b><u>Environments under threat: Antarctica</u></b></p> <p>Knowing Antarctica</p> <p>Geographical location &amp; physical features</p> <p>History of Antarctica</p> <p>Features of Antarctica</p> <p>Scientific research</p> <p>Protection from development</p> <p>Environmental issues</p>	<p><b>June Half Term - July</b></p> <p>Starter quiz: wilderness challenge (what do students know already?)</p> <ul style="list-style-type: none"> <li>Students to research Antarctica and produce a project or oral presentation</li> <li>Its discovery, who wanted it &amp; Antarctic treaty</li> <li>Using photographs to describe (A) so that students can write poetry</li> <li>Looking at what is being researched and how. Also how scientists live in (A)</li> <li>Students are put into groups &amp; given a specific issue to do a presentation on: <ol style="list-style-type: none"> <li>Arguments for &amp; against development</li> <li>Environmental protection</li> </ol> </li> </ul> <p>Global warming (causes &amp; impacts at a GLOBAL SCALE i.e. Sea Level Rise) Fact or Fiction?</p>	<p><a href="http://www.discoveringantarctica.org.uk">www.discoveringantarctica.org.uk</a></p> <p>Antarctica PP</p> <p>Videos - Shackleton (Mm) and Greenpeace Connections pages 54-55 D.Leat 'Thinking through Geography'</p> <p>Geog. 3 p 98 - 103 Thinking Through Geog (Bk. 2) pages 116-121</p> <p>Geog. 3 p100 - 101</p> <p>Website</p> <p>Website</p>		<p>(L) Annotate Antarctica map. How do explorers navigate?</p> <p>(L) Research skills, organisation &amp; presentation of information</p> <p>(L) Writing acrostics / poetry about (A)</p> <p>(L) Debate</p>	<ul style="list-style-type: none"> <li>Research Antarctica, location, animal &amp; plant life, climate etc.</li> <li>Gather pictures of Antarctica for poetry lesson</li> </ul>
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