Scheme of Work 2019 - 2020
Subject: Geography

Year Group: Year 9
Specification: AQA GCSE Geography

Week	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment: GCSE Q stem	Homework	SMSC Codes
1 **Term for students begins Thurs 3rd September so 3rd - 4th only.** **Possibly some disruption due to transition**	Natural hazards pose major risks to people and property Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk	Concept mapping activity using pictures, newspaper headlines, maps and graphs to cover a range of natural hazards. Students identify, sort, categorise and link to discover what the connection is. Students write up activity, possibly including some of the images as cut and stick. **Do now: Country of the Week** **Reflection: Retrieval grid**	Find out about natural hazards in Bangladesh. What are the natural events that threaten the country? Why are so many people at risk from these events?	Introduce GCSE style questioning and give students examples on how to answer command words	**Doddle work:** Features of Natural Hazards	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
2 7th Sep	Earthquakes and volcanic eruptions are the result of physical processes. Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.	Introduce the movement of continental plates with the film of 'Scrat's Continental Crack Up' on YouTube mapping activity using USGS website to plot active volcanoes and earthquakes on a world map (plate margins marked on optional). Describe and explain the distribution. Draw out theory and the reasons for this, linking to the YouTube clip. **Do now: Country of the Week/Self assessed Retrieval Grid answers** **Reflection: Retrieval grid /Mini Quiz**	Explain why the majority of earthquakes and volcanoes occur at plate margins.	"Give **two** differences between continental crust and oceanic crust. **[2]"**	**Doddle work:** Tectonic hazard distribution	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1

3 14th Sep	The physical processes taking place at different types of plate margins (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.	Students to make well-annotated diagrams. Students watch YouTube video describing the plate boundaries. **Do now: Country of the Week/Self assessed Retrieval Grid answers** **Reflection: Retrieval grid /Mini Quiz**	Find out about the North Anatolian Fault, one of the worlds most active plate margins. 1. Where is it 2. What type of plate margin is it 3. What are the hazards associated with the NAF Which major city near the fault is at greatest risk from a natural disaster.	"Explain the formation of fold mountains **[3]"**	**Doddle work:** plate margins and processes	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
4 21st Sep	The physical processes taking place at different types of plate margins (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.	Create models to represent the different plate boundaries, using cardboard, PlayDoh or bread and jam to show the movement of plates. Return to map to mark on the directional movement of the plates and name examples of each margin across the world. **Do now: Country of the Week/Exit Car** **Reflection: True or False/Mini Quiz**	Explain the physical process that happens at the constructive plate margins.	"Give **one** example of a conservative plate margin shown in **Figure 1**. **[1]"** Exit question given as students leave the room	**Doddle work:**	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
5 28th Sep	**Tectonic Hazard Effects:** The effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth.	Primary and secondary effects of a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.	A second powerful earthquake struck Nepal on 12th May 2015. How might this have affected the country's recovery?	Explain how earthquakes and volcanoes are formed at a destructive plate margin. **[6]** SPaG	Identify and collect information on a named tectonic hazard	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1

		Do now: Country of the Week/Self assessed Retrieval Grid answers **Reflection: Retrieval grid /Mini Quiz**				
6 5th Oct	**Tectonic Hazard Responses:** The effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth.	Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. **Do now: Country of the Week/Self assessed Retrieval Grid answers** **Reflection: Retrieval grid /Mini Quiz**	Study **Figure 1** which shows the earth's tectonic plates and the places where earthquakes occur worldwide. Describe the distribution of earthquakes. SEP	Explain how different levels of wealth and development affected the impact of the earthquakes in Chile and Nepal. **(6)**	**Doddle work:** Tectonic Hazard Impacts	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
7 12th Oct	**Tectonic Hazard Management:** Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. **Do now: Country of the Week/Extent-o-meter** **Reflection: Retweet/Mini Quiz**	Investigate the latest information about recovery in Chile and Nepal. What has been done to reduce the impacts of future earthquakes in the two countries?	Choose **either** an earthquake **or** a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Use an example you have studied. **[9] [+ 3 SPaG]** SEP	**Doddle work:** Tectonic Hazard Management	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
8 19th Oct	**End of topic test**	Revision and questions time	Revision and questions time	Revision and questions time	**Doddle work:** Tectonic plates flash cards	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1

October Half Term break Mon 28th – Fri 1st Nov						
9 2nd Nov **Remembrance week so possible disruption**	**WEATHER HAZARDS:** Global atmospheric circulation helps determine patterns of weather and climate.	General atmospheric circulation model: pressure belts and surface winds. Largely needs to be taught, with the opportunity for some active modelling depending on space available **Do now: Country of the Week/Self assessed Retrieval Grid answers** **Reflection: Retrieval grid /Mini Quiz**	Explain how the Global Atmospheric system affects the weather and climate o the tropics. Using map B – Draw on the trade winds to show how they are responsible for the East – west movement of Tropical Storms.	In your **own** words describe the **process** of Global Atmospheric Circulation [**3]**	**YouTube and watch series:** https://www.youtube.com/watch?v=7fd03fBRsuU	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
10 9th Nov	**Tropical Storms:** Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Cause of tropical storms and the sequence of their formation and development. Students explore and try different parameters leading to discussion as to key factors in TRS development, drawn out and consolidated by teacher. **Do now: Country of the Week/Self assessed Retrieval Grid answers** **Reflection: Retrieval grid /Mini Quiz**	Using map C and your own knowledge, describe the global distribution of tropical storms. Make a diagram to show how tropical storms form and add detailed labels in the form of a sequence.	Explain the formation of a tropical storm. [4]	**Doddle work:** Tropical Strom Distribution	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
11 16th Nov	**Tropical Storms:** Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms.	Study graph C. Has there been an increase in hurricane intensity in recent decades? Support your answer with evidence.	Give two reasons why tropical storms eventually lose their energy. [2]	**Doddle work:** Features of a Tropical Strom	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1

		Mystery activity (thinking through geography) based on key recent unusual hurricanes eg Superstorm Sandy 2012 and Hurricane Catarina, Brazil, 2004, to discern why hurricanes are now occurring in places which haven't experienced them before. **Do now: Country of the Week/geo-scrabble** **Reflection: Nando's /Mini Quiz**	Why was the formation of Hurricane Katrina so unusual.?			
12 23rd Nov	**Tropical Storms:** Tropical storms have significant effects on people and the environment	Primary and secondary effects of tropical storms. Immediate and long-term responses to a tropical storm. Use named example of a tropical storm to show its effects and responses. Card sort of effects of tectonic hazards into four groups (primary, secondary, immediate responses, long term responses). Draw from one example to model result for 2nd lesson. Differentiate with group headings or let students classify into their own groups. Students write up findings into two T-Tables (Effects and Responses) **Do now: Country of the Week/Self assessed Retrieval Grid answers** **Reflection: Retrieval grid /Mini Quiz**	Using Case study – Typhoon Haiyan – How has the city of Tacloban been rebuilt since the disaster struck? What is the situation like now? Is the city in a better position to cope with a future Typhoon?	With the help of case studies, explain why the effects of hurricanes vary between richer and poorer parts of the world. [6]	**Doddle work:** Tropical Storms Impacts And Tropical Storms Management	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
13 30th Nov	**Tropical Storms:** Tropical storms have significant effects on people and the environment	How monitoring, prediction, protection and planning can reduce the effects of tropical storms. Formalise exemplar (could be student choice from earlier exercise) into clear notes.	Do some further research about the work of the National Hurricane Centre in Miami. 1. How are hurricanes forecast and predictions made? 2. What advice is given to people who live in	Assess the extent to which prediction is the most important factor in reducing the effects of tropical storms. [9] [+ 3	**Doddle work:** Extreme weather in the UK **Flipped Learning**	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1

		Do now: Country of the Week/Self assessed Retrieval Grid answers **Reflection: Retrieval grid /Mini Quiz**	vulnerable areas to help them prepare?	SPaG]		
14 7th Dec	**UK WEATHER:** The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity.	One example of a recent extreme weather event in the UK to illustrate: causes, social, economic and environmental impacts how management strategies can reduce risk evidence that weather is becoming more extreme in the UK. **Do now: Country of the Week/Self assessed Retrieval Grid answers** **Reflection: Retrieval grid /Mini Quiz**	Look at table C – evaluate the main impacts of the flooding of the Somerset levels.	'The UK's weather is becoming more extreme'. Use evidence to support this statement. [6]	**Revise for AP1**	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
15 14th Dec **Term ends Thurs 19th Dec**	**Revision for AP1**	**Silent revision** **Big geography quiz activity** **Quizlet activities** **Any form of revision the students choose to do**			**AP revision Resources on DODDLE and on paper**	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
Christmas break Friday 20th Dec – Mon 6th Jan						