

## YEAR 9 GEOGRAPHY

<b>YEAR 9 Geography INTENT</b>	In Year 9 Students further develop their understanding of the living world, learning about a range of ecosystems, the processes that take place and the challenges they face. We aspire for our students to engage in discovering solutions to the challenges that the worlds ecosystems face. Students will gain an understanding how their home is linked to wider world, what opportunities and challenges are created by the increasingly urban world that is being created and how we can as global citizens work together to reduce our impact.
--------------------------------	--

<b>Exam Information (Y10-11)</b>	<b>Board:</b>	<b>AQA</b>
	<b>Qualification:</b>	<b>GCSE Geography</b>
	<b>Website link to specification/resources:</b>	<a href="#">AQA   Geography   GCSE   Geography</a>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Living World</b>	<b>The Living World</b>	<b>Urban Issues and Challenges</b>	<b>Urban Issues and Challenges</b>	<b>Coastal Processes</b>	<b>Coastal Processes</b>
Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. <b>Hot Deserts</b> Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.	<b>TRF</b> Tropical rainforest ecosystems have a range of distinctive characteristics Deforestation has economic and environmental impacts Tropical rainforests need to be managed to be sustainable.	A growing percentage of the world's population lives in urban areas Urban growth creates opportunities and challenges for cities in LICs and NEEs	Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.	The UK has a range of diverse landscapes The coast is shaped by a number of physical processes Distinctive coastal landforms are the result of rock type, structure and physical processes Different management strategies can be used to protect coastlines from the effects of physical processes	Finish Coastal processes Revision and End Of Year Exam
<p><b>Can do statement 3 (M):</b> I can analyse the characteristics of ecosystems, linking it to the physical processes and the relationship between plants and animals.</p> <p><b>Can do statement 2 (S):</b> I can explain the characteristics of ecosystems, linking it to the latitude and linking it to the plants/animals.</p> <p><b>Can do statement 1 (D):</b> I can describe the characteristics of ecosystems, naming the key features and identify the different plants and animals</p>	<p><b>Can do statement 3 (M):</b> I can analyse the characteristics of ecosystems, linking it to the physical processes and the relationship between plants and animals.</p> <p><b>Can do statement 2 (S):</b> I can explain the characteristics of ecosystems, linking it to the latitude and linking it to the plants/animals.</p> <p><b>Can do statement 1 (D):</b> I can describe the characteristics of ecosystems, naming the key features and identify the different plants and animals</p>	<p><b>Can do statement 3 (M):</b> Students can explain the concept of urbanisation including the causes, opportunities and challenges. They can give detailed examples of each which are specifically located using a detailed range of terminology.</p> <p><b>Can do statement 2 (S):</b> Students understand the concept of urbanisation including the causes, opportunities and challenges. They can give detailed examples of each which are specifically located using a range of key terminology.</p> <p><b>Can do statement 1 (D):</b> Students understand the</p>	<p><b>Can do statement 3 (M):</b> Students can accurately describe development indicators, understand uneven development and the impact of TNC's using geographical language.</p> <p><b>Can do statement 2 (S):</b> Students can describe development indicators, understand uneven development and the impact of TNC's using geographical language.</p> <p><b>Can do statement 1 (D):</b> Students can briefly describe development indicators, understand uneven development and the impact of TNC's</p>	<p><b>Can do statement 3 (M):</b> Students can explain the erosional and depositional landforms found on coasts using linked statements, explain strategies to reduce coastal erosion (referring to sustainability) and provide details of Lyme Regis to support this.</p> <p><b>Can do statement 2 (S):</b> Students can explain the erosional and depositional landforms found on coasts, explain strategies to reduce coastal erosion and provided details of Lyme Regis to support this.</p> <p><b>Can do statement 1 (D):</b> Students can describe the erosional and depositional landforms found on coasts, name strategies to reduce coastal erosion and provided limited details of Lyme Regis to support this.</p>	<p><b>Can do statement 3 (M):</b> Students can explain the erosional and depositional landforms found on coasts using linked statements, explain strategies to reduce coastal erosion (referring to sustainability) and provide details of Lyme Regis to support this.</p> <p><b>Can do statement 2 (S):</b> Students can explain the erosional and depositional landforms found on coasts, explain strategies to reduce coastal erosion and provided details of Lyme Regis to support this.</p> <p><b>Can do statement 1 (D):</b> Students can describe the erosional and depositional landforms found on coasts, name strategies to reduce coastal erosion and provided limited details of Lyme Regis to support this.</p>

		concept of urbanisation including the causes, opportunities and challenges. They can give some examples			
--	--	---	--	--	--