



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Global population distribution	<p>To describe the pattern of population across the world.</p> <p>To explain reasons for the global population distribution using geographical terminology.</p>	<p>Distribution</p> <p>Sparse</p> <p>Dense</p> <p>Population</p> <p>Density</p> <p>Climate</p> <p>Relief</p>	<p>Key term definitions.</p> <p>Written description of population distribution. Analysis of maps at a range of scales.</p> <p>Make links between human and physical geography to explain reasons for population distribution.</p>	<p>Pre-requisites:</p> <p>Measuring population densities (Year 7/8)</p> <p>What comes next:</p> <p>Links between wealth and population</p> <p>www.gapminder.org</p>	Key term definitions
Population models	<p>To describe the features of the Demographic Transition Model and population pyramids.</p> <p>To explain how and why the DTM and population pyramids change over time.</p>	<p>Demographic Transition Model</p> <p>Population Pyramid</p> <p>Birth rate</p> <p>Death rate</p> <p>Natural increase/decrease</p> <p>Population structure</p>	<p>Key term definitions.</p> <p>Annotating models to describe changes (making links between models).</p> <p>Written explanations of models.</p> <p>Making links between real-life examples and geographical concepts.</p> <p>Analysis of statistics/data about</p>	<p>Pre-requisites:</p> <p>Understanding how populations can change over time (Year 8)</p> <p>Global locational knowledge (KS2/Year 7)</p> <p>What comes next:</p> <p>Urbanisation</p> <p>www.ourworldindata.org/urbanization</p>	Research about the challenges of a megacity
Urbanisation and megacities	<p>To describe reasons for the growth of cities.</p> <p>To assess the opportunities and challenges of rapid growth of cities.</p>	<p>Megacity</p> <p>Urbanisation</p> <p>Rural to urban migration</p> <p>Push/pull factors</p> <p>Quality of life</p> <p>Standard of living</p>	<p>Key word definitions.</p> <p>Mapping of the world's megacities and describing of distribution.</p> <p>Analysis of challenges and opportunities of life in megacities.</p>	<p>Pre-requisites:</p> <p>KS2: Understanding land use and types of settlement</p> <p>Map skills</p> <p>What comes next:</p> <p>Rio de Janeiro case study</p> <p>www.google.com/maps (Rio de Janeiro)</p>	Research challenges of life in Rio de Janeiro



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Megacity case study: Rio de Janeiro	<p>To describe the location and characteristics of Rio de Janeiro.</p> <p>To explain why Rio de Janeiro has experienced rapid population growth.</p>	<p>Rural to urban migration</p> <p>Population distribution</p> <p>Global importance</p> <p>National importance</p> <p>Newly Emerging Economy</p>	<p>Mapping exercise.</p> <p>Timeline of growth of Rio de Janeiro.</p> <p>Assessing factors influencing Rio's growth (E.G. Diamond 9).</p>	<p>Pre-requisites:</p> <p>KS2: Physical/human characteristics of South America</p> <p>What comes next:</p> <p>Life in favelas: www.google.com/maps www.coolgeography.co.uk</p> <p>Links KS4: Challenges in NEE/LIC city</p>	Key term definitions
Challenges and opportunities of life in Rio.	<p>To describe the challenges and opportunities for people in Rio de Janeiro.</p> <p>To evaluate solutions to challenges of life in Rio de Janeiro.</p>	<p>Social</p> <p>Economic</p> <p>Environmental</p> <p>Political</p> <p>Favela</p> <p>Informal employment</p>	<p>Describing the conditions in a favela (analysing photographs and data)</p> <p>Categorising challenges into social, economic, environmental.</p> <p>Discussion of ways to improve favela conditions.</p> <p>Analysis of strategies of improving favelas.</p>	<p>Pre-requisites:</p> <p>Housing problems (links to Year 8)</p> <p>Extended writing skills</p> <p>What comes next:</p> <p>www.olympic.org/rio-2016</p> <p>Links KS4: Challenges in NEE/LIC city</p>	Research the main tourist attractions in Rio de Janeiro
The Rio Olympics and tourism	<p>To describe the impacts tourism and the 2016 Olympics have had on Rio de Janeiro.</p> <p>To evaluate the successes and failures of the 2016 Olympics.</p>	<p>Tourism</p> <p>Regeneration</p> <p>Services</p> <p>Community</p> <p>Development</p> <p>Investment</p> <p>Stakeholder</p>	<p>Sorting activity (positives and negatives of the 2016 Olympics).</p> <p>Investigation of the stakeholders affected by the 2016 Olympics.</p> <p>Decision Making Exercise (evaluate the effectiveness of the 2016 Olympics on improving Rio de Janeiro).</p> <p>GCSE exam question.</p>	<p>Pre-requisites:</p> <p>Evaluation skills</p> <p>Understanding of social problems in Rio de Janeiro</p> <p>What comes next:</p> <p>End of topic assessment</p>	Revise for end of topic assessment



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Layers of the Earth	<p>To describe the features of the layers of the Earth.</p> <p>To explain how convection currents happen.</p>	<p>Tectonic plates</p> <p>Inner core</p> <p>Outer core</p> <p>Mantle</p> <p>Crust</p> <p>Convection currents</p>	<p>Key term definitions.</p> <p>Annotated cross-section of Earth to describe the key layers.</p> <p>Written explanation of convection currents.</p>	<p>Pre-requisites:</p> <p>KS2: Global physical geography</p> <p>What comes next:</p> <p>Links to KS4: Natural Hazards (tectonic)</p>	Key term definitions
Tectonic plates	<p>To describe the different boundaries between tectonic plates.</p> <p>To explain how plate movement creates different hazards at plate boundaries.</p>	<p>Constructive</p> <p>Destructive</p> <p>Conservative</p> <p>Subduction</p> <p>Ocean trench</p> <p>Continental crust</p> <p>Oceanic crust</p>	<p>Key term definitions.</p> <p>Linking key features to specific plate types (Oceanic/Continental).</p> <p>Annotated diagrams of plate boundaries to show their key characteristics.</p> <p>GCSE exam question.</p>	<p>Pre-requisites:</p> <p>Global geography (regions)</p> <p>Extended writing skills</p> <p>What comes next:</p> <p>Links to KS4: Natural Hazards (tectonic)</p> <p>BBC Bitesize: Tectonics</p> <p>www.coolgeography.co.uk</p>	Key term definitions
Volcanic hazards	<p>To describe the different types of volcanoes and how they form.</p> <p>To explain how living near volcanoes can have both positives and negatives.</p>	<p>Shield volcano</p> <p>Composite volcano</p> <p>Eruption</p> <p>Agriculture</p> <p>Risk</p> <p>Magma/lava</p> <p>Pyroclastic flow</p>	<p>Annotated diagrams of volcano cross-sections.</p> <p>Categorising impacts of a volcanic eruption to judge positives and negatives.</p> <p>Application of ideas to a case study of a volcanic eruption.</p> <p>GCSE exam question.</p>	<p>Pre-requisites:</p> <p>KS2 curriculum (understanding features of volcanoes)</p> <p>What comes next:</p> <p>Links to KS4: Natural Hazards (tectonic)</p> <p>BBC Bitesize: Tectonics</p>	Research an earthquake event



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Causes of earthquakes	<p>To describe the conditions needed for an earthquake to happen.</p> <p>To understand how different factors can influence the risk of an earthquake hazard.</p>	<p>Epicentre</p> <p>Focus</p> <p>Seismic waves</p> <p>Fault line</p> <p>Richter Scale</p> <p>Mercalli Scale</p>	<p>Annotated diagram showing characteristics of an earthquake.</p> <p>Discussion and explanation how factors can affect earthquake risk.</p> <p>Application of theory to real life examples.</p> <p>GCSE exam question.</p>	<p>Pre-requisites:</p> <p>KS2 curriculum (understanding features of earthquakes)</p> <p>What comes next:</p> <p>Links to KS4: Natural Hazards (tectonic)</p>	<p>Key term definitions</p> <p>Research an earthquake event</p>
Impacts of earthquakes	<p>To describe the short-term and long-term impacts of earthquakes.</p> <p>To compare earthquake events in a HIC and LIC.</p>	<p>Short-term</p> <p>Long-term</p> <p>Immediate impact</p> <p>Response</p> <p>Environmental</p> <p>Social</p> <p>Economic</p>	<p>Categorising earthquake impacts into environmental, social, economic/long-term, short term.</p> <p>Investigation of earthquake impacts in two case study examples (HIC/ LIC)</p> <p>Written comparison of earthquake events in a HIC and LIC.</p>	<p>Pre-requisites:</p> <p>Links to previous lesson terminology</p> <p>Year 7/8 links: Regions of the world</p> <p>What comes next:</p> <p>Links to KS4: Natural Hazards (tectonic)</p> <p>Links between earthquakes and tsunamis</p>	<p>Research 2004 Asian tsunami</p>
Tsunamis	<p>To describe how tsunamis occur and their key characteristics.</p> <p>To explain the impacts of a tsunami using a case study.</p>	<p>Earthquake</p> <p>Tsunami</p> <p>Ocean trench</p> <p>Fault line</p> <p>Immediate impacts</p> <p>Long-term impacts</p>	<p>Annotated diagram and description of how tsunamis occur.</p> <p>Investigation of the short-term/long-term impacts of the 2004 Asian tsunami.</p> <p>Written newspaper article on the impacts of the 2004 Asian tsunami.</p>	<p>Pre-requisites:</p> <p>Understanding of plate movement (previous lessons)</p> <p>Understanding of earthquakes</p> <p>What comes next:</p> <p>End of topic assessment</p>	<p>Revise for end of topic assessment</p>