

EMMANUEL COLLEGE

THE GEOGRAPHY DEPARTMENT

Year 9



Year 9	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1
Unit Title	Natural Hazards	Introduction to the Middle East	
Key Question(s)?	What are the risks presented by tectonic and meteorological events?	What are the key geographic features of the Middle East?	
Threshold Concepts	<p>The earth has four layers: the crust, the mantle, the outer core and the inner core.</p> <p>The plates of the earth move in different directions due to the convection currents in the mantle. These are movements within the earth's mantle caused by the heat of the core.</p> <p>There are four main plate boundaries: conservation, collision, destructive and constructive.</p> <p>Natural disasters have social, economic and environmental effects. They include volcanic eruption, earthquakes and hurricanes.</p> <p>Climate change is the long-term change in global or regional climate patterns, whereas global warming is a gradual increase in the overall temperature of the earth's atmosphere.</p>	<p>The Middle East is a trans-continent. It is located over more than one continent – Asia, Africa and Europe.</p> <p>The Middle East is composed of 17 different countries and its physical geography is diverse. It includes several major rivers like the Tigris and the Euphrates, seas, lakes and a large area of desert.</p> <p>The Middle East experiences a vast difference in climates. For example, Turkey is a mild, wet country whereas Saudi Arabia is a very hot, dry country.</p> <p>The climate and environments of the Middle East influence where the population of this trans-continent lives. For example, the area around the River Nile is densely populated.</p> <p>The Middle East has a large quantity of oil reserves which have the potential to be extracted and used as a resource. A reserve is a quantity of something which has not been extracted from the ground but holds economic potential. A reserve becomes a resource when it is extracted from under the earth's surface and used for social/economic benefit.</p> <p>Israel and Palestine have had a long and complex history of conflict.</p> <p>There is currently conflict in Syria, and this can be attributed to numerous causes including environmental, political, social and economic.</p>	
Link to Prior Learning	Students may have studied hazardous areas in a basic manner at KS1 & KS2. This unit builds on that knowledge with a more detailed study of the processes within the earth and on its surface. There is a	Students have basic knowledge of the location of the Middle East and other major regions of the world from KS1 & KS2. They will not have studied this region in any depth. The aim of this unit is to introduce students to this unique region and what makes it	

	major focus looking at the challenges of how humans attempt to manage these events in specific named locations.	special, learning about the physical and human geography of selected areas and the people who live there.	
Year 9	Spring Half Term 2 & Summer Half Term 1		Summer Half Term 2
Unit Title	The North East – Our Home		UK Physical Landscapes – River Processes and Landscapes
Key Question(s)?	What are the key geographic features of our home region?		How do river processes and systems change and how do people interact with them at a range of scales?
Threshold Concepts	<p>The north east of England is a region in the country of England, which is in the continent of Europe. It is composed of four separate counties; Tyne and Wear, Cleveland, County Durham and Northumberland.</p> <p>The north east has experienced a rapid change in industry over the past century. It has moved through four stages of industry:</p> <ul style="list-style-type: none"> • Primary Sector – Extracting raw materials (e.g. coal miner) • Secondary Sector – Making products from the extracted materials (e.g. car manufacturer) • Tertiary Sector – Providing a service for the benefit of the people (e.g. teacher) • Quaternary Sector – Research and development (e.g. cancer research specialist) <p>The closure of mines in the north east of England had a social, economic and environmental impact on the towns and villages where the pits used to function.</p> <p>After the fall of the mines and the spiral of decline, money was invested into the north east from the government to try to revitalise the region. One of the ways the government did this is through investment in the opening of the Nissan factory in Sunderland.</p> <p>As a result of the changing industry, Newcastle especially has experienced a great deal of social inequality.</p>		<p>The UK has a range of diverse landscapes.</p> <p>The shape of river valleys changes as rivers flow downstream. The long profile and changing cross profile of a river and its valley help to identify these changes.</p> <p>These changes can be caused by erosion, transportation and deposition. These factors can create meanders in the river.</p> <p>A waterfall is a sudden drop along the river course. It forms when there are horizontal bands of resistant rock (hard rock) positioned over exposed, less resistant rock (soft rock).</p> <p>Oxbow lakes are formed when the river erodes the outside of a bend and creates deposition on the inside.</p> <p>Floodplains form due to both erosion and deposition. Erosion removes any interlocking spurs, creating a wide, flat area on either side of the river. During a flood, material being carried by the river is deposited (as the river loses its speed and energy to transport material). Over time, the height of the floodplain increases as material is deposited on either side of the river.</p>

		<p>Flooding occurs when a river bursts its banks and overflows onto the surrounding land. There are many factors which can cause a flood – often the natural landscape can influence flooding and human interactions can increase the risk. We employ flood management strategies to mitigate flood risk.</p>
Link to Prior Learning	<p>Students will have studied some basic locational knowledge of their own home region at KS1. They may have been given the opportunity to study their local area on a field. Our aim here is to expand on this work looking at both physical and human processes and provide a good foundation for further study at GCSE.</p>	<p>This unit links to the work on River Landscapes and Processes in Year 7. There is now a more in-depth analysis of both natural and human processes at the level required for study at GCSE.</p>
Knowledge and Sequencing Rationale	<p>The intention of Year 9’s curriculum is to broaden their horizons and build upon and develop their knowledge and skills which underpin the next phase of their learning at KS4. Studying tectonic hazards allows students the opportunity to grasp large-scale events, to understand the enormity of them, and equips them with key nuggets of information which underpin the essentials of being a good geographer as they progress through KS3 and into KS4. Key knowledge acquired from the Weather and Climate topic in Year 7 underpins the next phase of their learning necessary for Atmospheric Hazards and helps them develop skills that are transferrable to the real world. The deep dive into the Middle East increases the relevance of the curriculum’s key concepts: location; scale; planning and decision making; environmental interactions and physical; and human processes. It also reiterates the importance of what has been covered within the curriculum already.</p> <p>The focus on specific countries within the Middle East and their opportunities and challenges exposes students to real-life issues, helping to develop skills that are transferrable to the real world. The North East - Our Home is an exciting new topic in our curriculum which provides opportunities for students to use maps and other spatial stimulus to think about themselves, their own locality and their own experiences. This topic is an important centrepiece of our curriculum as it ties into many strands of our education – it allows students to take on independent fieldwork by exploring people’s sense of place. This topic moves away from teaching by providing a ‘culture of answers’ and towards ‘promoting more creative, critical enquiry with more open-ended questioning’. Additionally, it allows us to look at local case studies and the importance of them, links to employment opportunities and ties into the Gatsby Benchmarks on careers. The variety of procedural knowledge students are exposed to in Year 9 are engaging, relevant, real and appropriate to ensuring they can build on their cultural capital. Likewise, it also introduces new concepts which will be a stepping stone for topics within our KS4 curriculum – The Changing Economic World and Urban Issues and Challenges.</p>	