### 2015-2016 Curriculum plan proforma for The Causeway School website

<table>
<thead>
<tr>
<th>Subject Geography</th>
<th>Year 9</th>
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</thead>
</table>

Please complete the SoW proforma below for all subjects and courses for publication on the Website this summer.

<table>
<thead>
<tr>
<th>Course/Year</th>
<th>Key Topics</th>
<th>What will ALL students learn?</th>
<th>What will the most able students learn?</th>
<th>What is the key piece of Assessment/Rich task?</th>
</tr>
</thead>
</table>
| Term 1      | The unequal World | Describe differences in MEDC and LEDC countries  
Describe reasons why countries are underdeveloped  
Problems of sweatshops  
What globalization is and the benefits and problems of it  
Skills  
Location of MEDC and LEDC countries  
Collecting data from atlas and presenting into graphs | Interdependence of countries  
Sustainable development  
Explanation of historical, economic, political reasons for lack of development  
Skills: Scatter graphs and interpretation | Question: What are the impact of TNC’s on Less Economically developed countries-Nike  
Essay Question: What are the benefits and problems of Globalisation?  
GCSE questions: How does trade cause inequality in wealth?  
GCSE question: Using an example of a TNC- explain the advantages and disadvantages for the country it operates in. |
<table>
<thead>
<tr>
<th>Term</th>
<th>Module</th>
<th>Key Concepts</th>
<th>Skills</th>
<th>Essay Questions</th>
<th>End of Unit Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>The unequal World</td>
<td>What trade is What goods are traded by different countries</td>
<td>Explain how trade can affect the development of a county in a negative way</td>
<td>Evaluate the benefits and problems of different types of aid</td>
<td>End of unit factual test (GCSE style questions)</td>
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<tr>
<td></td>
<td></td>
<td>Key terms: imports, exports, primary products, manufactured goods</td>
<td>Explain in detail how fair-trade helps to provide sustainable development for LEDC countries</td>
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<td></td>
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<td>Fairtrade- what is and describe how it helps</td>
<td>Describe the different types of aid and evaluate the benefits and problems of them</td>
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<td></td>
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<td>Aid: How MEDC’s help LEDC’s to improve</td>
<td>Key terms: Bilateral, multilateral, sustainable, charitable, development</td>
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<td></td>
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<td>Different ways this help is given</td>
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<td>Skills: Mapping exercise: Where our goods come from</td>
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<td>Term 3</td>
<td>The restless earth</td>
<td>Key tectonic processes that operate</td>
<td>Explain the different causes, effects and responses to the Montserrat eruption in 1995</td>
<td>Question: What are the causes, effects and responses to the Montserrat eruption in 1995</td>
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<td>Identify landforms that are created as a result of different processes. Different types of volcanoes</td>
<td>Compare difference between two main types of volcanoes</td>
<td>GCSE question: Why do volcanoes occur?</td>
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<td></td>
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<td>Different tectonic plate boundaries and the hazards found at each</td>
<td>Explain why there are different types of volcanoes</td>
<td>GCSE question What are the effects and responses of an earthquake event in the last 15 years?</td>
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<td></td>
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<td>Causes, effects, responses to different tectonic hazards</td>
<td>Detailed case studies of countries affected by tectonic hazards- volcano, earthquake and tsunami. Solutions and responses to hazards</td>
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<td>Tsunamis- what they are and why they are formed</td>
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<td>Predicting earthquakes and ways to reduce the risk of them</td>
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<td>Term 4</td>
<td>Tourism</td>
<td>Describing graphs and giving reasons for changes in tourism. Understand models used to show changes in tourism in areas.</td>
<td>Explain changes in international tourism. Be able to explain the Butlers model and link to a named UK coastal</td>
<td>GCSE questions</td>
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<td>Using an example explain the effects of</td>
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<tr>
<td>Term</td>
<td>GCSE Questions related to graphs/maps/photos (to improve skills)</td>
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<td>Term 5</td>
<td>TBC in line with new GCSE specification</td>
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<td>Possible topics/ UK/ Weather and climate/ Urban environments</td>
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<td>Term 6</td>
<td>TBC</td>
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