

<h1>Year 9</h1> <h2>Geography</h2>			
<b>1. Contextual world knowledge (Tropical Rainforest)</b>	<ul style="list-style-type: none"> <li>• Can describe the location of the rainforest</li> <li>• Knows the layers of the rainforest</li> <li>• Understands some threats and impacts of humans on the rainforest</li> <li>• Animal and plant adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Can name and label and name the layers of the rainforest</li> <li>• Could describe the differences between the different layers</li> <li>• Can talk about a range of threats to the rainforest</li> <li>• Understands a few ways of protecting the rainforest from threat</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the layers of the rainforest and why the biome is so important</li> <li>• Can give examples of plant and animal adaptations</li> <li>• Can explain a range of threats</li> <li>• Can give examples of different case studies of groups that help to manage the rainforest within the Amazon</li> </ul>
<b>2. Contextual World Knowledge (BRICS)</b>	<ul style="list-style-type: none"> <li>• To have a range of knowledge about each of Brazil, Russia, India and China</li> <li>• To have an idea about the aspects of what make a superpower</li> <li>• To be able to research about which BRIC may become the next superpower.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recall all aspects of what makes a superpower</li> <li>• Can give details about how USA is a current superpower</li> <li>• Understand the positives and negatives currently in the BRIC countries and how they may develop in future</li> <li>• Clearly used research to back up superpower information</li> </ul>	<ul style="list-style-type: none"> <li>• Students can compare the major superpowers and their strengths and weaknesses.</li> <li>• Understands how different aspects of a country may restrict it from becoming a superpower.</li> <li>• Includes detailed and interesting information that has been independently researched in the superpowers report</li> </ul>
<b>3. Contextual World Knowledge (Climate Change)</b>			
<b>4. Patterns and processes of the environment (Coasts)</b>	<ul style="list-style-type: none"> <li>• To understand different types of waves</li> <li>• To learn about different coastal landscapes and the management that takes place in each one.</li> <li>• To have a basic understanding of coastal landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Can recall some of the erosional and depositional processes that take place on the coastline.</li> <li>• To be able to draw and name some coastal landforms</li> <li>• To know and recall types of coastal management – soft and hard coastal defences</li> </ul>	<ul style="list-style-type: none"> <li>• Able to explain the coastal erosional and depositional processes that take place.</li> <li>• To be able to draw and explain some coastal landforms</li> <li>• To understand different types of coastal management for different locations and what would be put in place.</li> </ul>
<b>5. New Geography GCSE – Tectonic Hazards</b>	<ul style="list-style-type: none"> <li>• To understand new geographical keywords linked to tectonic theory</li> <li>• To understand the 4 different plate movements</li> <li>• To be able to explain how convection currents move plates</li> <li>• To know an example of an MEDC and LEDC volcano</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to understand the 4 different plate movements and the hazards that they create</li> <li>• To be able to give some facts about an MEDC and an LEDC volcano case study</li> <li>• To be able to give some facts about an MEDC and an LEDC earthquake case study.</li> </ul>	<ul style="list-style-type: none"> <li>• To fully understand the development of tectonic hazards - earthquakes, volcanos and Tsunamis</li> <li>• To be able to give case study detail about an MEDC and LEDC earthquake and volcano.</li> <li>• To be able to recall key geographical terminology to help explain tectonic processes</li> </ul>