



YEAR 9 GEOGRAPHY SUMMER TERM 2

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning – Africa and Asia



Intent	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• Africa is a continent, not a country. There are 54 countries in Africa, students will learn where some of these countries are.• The distribution of biomes in Africa, where they occur, some students will be able to explain the reasons for the distribution of biomes in Africa• What is desertification, understanding the key role of the nutrient cycle, and the process of soil erosion.• How desertification affects people and the environment in the Sahel.• How people are responding to desertification in the Sahel, and how this technology is appropriate.• What the Grand Ethiopian Renaissance Dam is, and where it is located along the river Nile – students will learn where the Nile is.• What the effects of the dam might be, and they will be able to evaluate these effects, and consolidate their knowledge in a big write task (non-negotiable assessment)• Students will learn the size and scale of Asia in comparison to the other continents, they will be able to locate some countries in Asia.• What natural hazards occur in the Philippines, and why they occur there. Students will link this to their learning of tectonic hazards.• The formation of tropical storms, and why these occur in the Philippines.• The background of the one child policy in China – they will be able to describe population change over time using a graph.• The effects of the one-child policy, and why this policy has now changed.• The impact of this policy on development in China – linking to the development and urban units they have previously completed.• The impacts of hosting the world cup in Qatar – linking to development.•
Learning objectives	
Cross Curricular Links	<ul style="list-style-type: none">• SMSC: being aware of stereotyping, understanding the diversity in Africa and Asia. Being able to empathise with people affected by desertification, natural hazards and poverty.• Numeracy: interpreting tables and graphs• Literacy – big write (extended writing with focus on SPaG)
Becoming future ready	Personal Skills: Listening, engaging in discussion and debate, evaluating issues
Differentiation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p>By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
QFT/SEND Provision	
Intent & Implementation	<p>Students will be able to:</p> <ul style="list-style-type: none">• Describe the location and locate some countries in Africa• Be aware that Africa is a continent• Describe the distribution of biomes in Africa• Understand the process of desertification and its causes• Describe the effects of desertification on people and the environment in Africa• Explain strategies to reduce the effects of desertification• Explain the reasons for and against the Grand Ethiopian Renaissance Dam, and evaluate these• Describe the location and locate some countries in Asia• Identify what natural hazards occur in the Philippines and why they occur there• Evaluate the effects of the one child policy in China• Evaluate the effects of hosting the World Cup in Qatar.
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	<p>Links to GCSE specification –</p> <ul style="list-style-type: none">• Living world – biomes, desertification• Natural hazards – tropical storm formation, distribution of tectonic hazards <p>Skills –</p> <ul style="list-style-type: none">• Evaluation• Using maps of different scales
Impact	

Assessment	See assessment map
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