

| Key stage 3 - year 9   |  |
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| September-<br>November | <p><b>Tropical Cyclones</b></p> <p>There is never a better time to study tropical cyclones than in September when tropical cyclones are potentially at their most powerful. We want our students to see the real-world impacts of these hazards and see the relevance of what they are learning in the classroom. Students will build on their prior knowledge of weather and climate, specifically low pressure, to learn where tropical cyclones form, why they form and their impacts in both developed and developing countries. Students will also learn how cyclones are measured and they will have the opportunity to track one using latitude and longitude.</p>  |
| November-<br>January   | <p><b>Changing Hexham</b></p> <p>In this topic, students will develop a greater knowledge of how their local town has changed over time. The socio-economic and environmental causes of change will be investigated along with the impacts. The unit is aimed at deepening the students' understanding of their local place and to understand how regional, national and international factors combine to cause change.</p> <p>This unit will build on students' existing knowledge, previously gained from the settlements topic in year 7. Key terms such as site, situation and function will be familiar to them. It will provide opportunities for students to undertake their own fieldwork and use both primary and secondary data to present and analyse to form conclusions. Students will explore exciting new initiatives in Hexham such as the Hexham High Streets Heritage Action Zone (HSHAZ) and how it will impact the town.</p> |

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| January-<br>March | <p><b>Climate Change</b></p> <p>Students will learn how the climate was different in the past and how it has changed and will continue to do so into the future. They will learn about the physical and human causes of climate change and the evidence used to inform us about past climates. Students will go on to learn about the impacts of climate change on vulnerable countries and what can be done to reduce these.</p> <p>Students will have previously studied weather and climate and should know the difference between the two. They may have also explored the climate of a country they have studied e.g., the UK or a Scandinavian country. In the year 7 water challenges unit, students will have briefly considered how climate change will impact water resources.</p> |
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| April - May | <p><b>Geography of Fashion</b></p> <p>Students will learn about globalisation and the fashion supply chain and why companies choose to go global. They will understand the impact of outsourcing on people in both the developing and developed world and the social and environmental impacts of the 'fast fashion' industry. Students will finally look at how the fashion industry can be made more sustainable and how we, as individuals, can take action to make life better for those who are currently being exploited.</p> <p>In this unit, students will draw upon their existing knowledge from the development topic to understand the role that industry plays in helping a country to become more developed. They will also further develop their atlas skills by exploring where our clothing comes from.</p> |
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| June - July | <p><b>START OF GCSE FOR THOSE WHO CHOOSE CONTINUE THEIR STUDIES</b></p> <p><b>Development Dynamics</b></p> <p>This topic fits into component 1: Global Geographical Issues.</p> <p>It focuses on understanding the scale of global inequality and how one emerging country (India) is developing. Students are given the opportunity to deepen their understanding of place and the complex inter- relationships between countries in this changing world. Students answer two main key questions. EQ1: What is the scale of global inequality and how can it be reduced? And EQ2: How is India managing to develop?</p> <p>Students will build on their pre-existing knowledge and understanding of the indicators of development and how they can be used to measure development. They will also interpret population pyramids. This knowledge will be extended further allowing students to compare and contrast countries at different levels of development.</p> |
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