



<p>Year 9 Spring</p> <p>Topic 2: North America cont.</p> <p>Topic 3: The Middle East</p>	<p>Students working towards expected outcomes in Year 9 can:</p> <ul style="list-style-type: none">• Define wildfire without explaining causes• State that wildfires can be managed without detail <ul style="list-style-type: none">• Give a basic description of Middle East physical geography• State that population distribution varies without explaining why• List water scarcity as an issue without explaining causes• State that oil exists without linking to development• List some economic activities without detail• State that Dubai has changed without explaining how• Give a simple example of tourism without impacts• State that sustainability is important without examples	<p>Students working at expected outcomes in Year 9 can:</p> <ul style="list-style-type: none">• Define wildfire and explain a fire triangle• Explain how weather and topography influence wildfires• Outline strategies to manage wildfires (controlled burning, education, smoke jumpers) <ul style="list-style-type: none">• Describe physical geography and population distribution in the Middle East• Explain causes of water shortages and strategies to increase supply (e.g., desalination, conservation)• Explain links between oil production and development• Explain why Middle East economies need to diversify• Describe population change in Dubai and impacts of tourism• Explain how and why Dubai has changed over time• Explain ways Dubai is sustainable and non-sustainable with examples	<p>Students working beyond expected outcomes in Year 9 demonstrate working at the expected level and can consistently apply this. They also can:</p> <ul style="list-style-type: none">• Assess effectiveness of wildfire management strategies• Use detailed examples and data to support evaluative conclusions <ul style="list-style-type: none">• Analyse how physical and human factors interact to shape development in the Middle East• Evaluate the effectiveness of water management strategies• Assess the sustainability of Dubai's development and tourism• Use detailed examples to support evaluative conclusions
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<p>Year 9 Summer</p> <p>Topic 4: Asia</p> <p>Topic 5: Europe</p>	<p>Students working towards expected outcomes in Year 9 can:</p> <ul style="list-style-type: none">• Label some physical and human features of Asia with errors• State that India’s cities are growing without explaining reasons• List challenges of informal settlements without detail• State that projects exist to improve life in Dharavi without explaining strengths or weaknesses• List causes of deforestation without explanation• State that methods exist to reduce deforestation without evaluation• Define TNC without examples• State that TNCs operate globally without explaining why• State that China attracts TNCs without reasons• List impacts of TNCs without categorising <ul style="list-style-type: none">• State that Europe’s energy demand is changing without explaining why• List renewable and non-renewable energy types without detail• State that people live in hazardous areas without explaining reasons• Give a basic description of upland glaciated features without diagrams	<p>Students working at expected outcomes in Year 9 can:</p> <ul style="list-style-type: none">• Accurately label Asia’s key physical and human features• Explain two reasons why India’s cities are growing• Evaluate challenges and opportunities of living in informal settlements• Analyse strengths and weaknesses of projects to improve life in Dharavi• Explain causes of deforestation and evaluate methods to reduce it• Explain what a TNC is and why they locate in different countries• Explain why China attracts TNCs and evaluate impacts <ul style="list-style-type: none">• Explain why Europe’s energy demand is changing and describe energy mix changes in France and UK• Explain costs and benefits of different energy types• Explain why people live in hazardous areas such as Italy and Iceland• Explain features of upland glaciated areas and their landforms with diagrams• Explain importance of Alps as a tourist destination• Describe Mediterranean biome climate using a climate graph and explain plant adaptations	<p>Students working beyond expected outcomes in Year 9 demonstrate working at the expected level and can consistently apply this. They also can:</p> <ul style="list-style-type: none">• Analyse how urbanisation and globalisation interact to shape development in Asia• Evaluate long-term impacts of TNCs on host countries• Assess sustainability of strategies to reduce deforestation• Use detailed examples and data to support evaluative conclusions <ul style="list-style-type: none">• Analyse how energy mix changes affect sustainability and economy• Evaluate moral and economic issues of dark tourism• Assess long-term impacts of climate change on European biomes and tourism• Use detailed examples and data to support evaluative conclusions
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	<ul style="list-style-type: none">• State that Alps attract tourists without explaining importance• List some plant adaptations without linking to Mediterranean climate• State that countries trade together without explaining benefits• Give a simple opinion on EU membership without evidence• State that climate change affects Europe without examples	<ul style="list-style-type: none">• Explain why countries form trading blocs and evaluate EU membership advantages and disadvantages• Explain impacts of climate change on places in Europe (e.g., Alps, Mediterranean)	
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