

Year: 9 Subject: Geography



Term	Week	Focus	Summary	Learning Outcomes	Learning skills
sources	1	Energy: a vital resource	Understanding where energy comes from and what we need it for.	Learning Objective: To understand the diverse sources of energy and the various ways in which energy is used, as well as how energy usage differs among individuals and countries. Success Criteria: Students should be able to list and explain at least three major sources of energy, including their characteristics and availability.	Critical thinking
1.1 – Energy Re	2	Energy production and consumption	Analysing whether or not energy use is increasing and looking at global patterns of energy consumption.	Learning Objective: To explore global patterns of energy supply and consumption, understand the factors contributing to increasing energy use, and comprehend the concept of energy security. Success Criteria: Students should be able to analyze data and identify regions or countries that are major suppliers and consumers of energy, highlighting disparities between HICs and MIC/LICs.	Risky Learning
Term	3	Energy from fossil fuels: coal, oil and gas	Formation of fossil fuels and understanding their importance.	Learning Objective: To understand the significance of fossil fuels, recognize major regions/countries involved in fossil fuel production and consumption, and interpret visual representations such as photos and doughnut pie graphs related to fossil fuels. Success Criteria:	Critical thinking



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	4	Fossil fuels: the world's deadly addiction	Outline the negative impacts of fossil fuel use and analyse what role they	Students should be able to analyze visual representations of fossil fuel- related information, such as photographs depicting fossil fuel extraction or usage, and doughnut pie graphs illustrating fossil fuel production or consumption by different regions/countries. Learning objective: Investigate the negative impacts of fossil fuel dependence on air pollution,	Critical thinking, Hardworking time
			will play in the future.	health, and climate change, and evaluate the future prospects of fossil fuels. Success Criteria: Students will be able to analyze the sources and effects of air pollution caused by burning fossil fuels, explain how air pollution affects human health, and critically evaluate the implications of remaining fossil fuel reserves on climate change.	
	5	Renewable energy	Examine what the main types of renewable energy are and how they can be developed.	Learning Objective: Explore the main sources of renewable energy, their advantages and disadvantages, and the global distribution of renewable energy production, highlighting the role of renewable energy in decarbonizing energy supplies for a more sustainable future. Success Criteria: Students will be able to identify and describe the major sources of	Critical thinking, risky learning



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	6	Review and Assessment	What do I know about energy resources?	renewable energy, interpret maps using proportional symbols to analyze the uneven patterns of renewable energy production, and evaluate the advantages and disadvantages of hydroelectric power (HEP), wind, and solar energy sources and the reasons for their rapid growth. Learning Objective: To review learning about energy resources	Hardworking time
Term 1.2	1	The Greenhouse Effect	Understand what the greenhouse effect is and what role it plays in the warming of the earth.	Learning Objective: Understand the greenhouse effect, including its role in Earth's atmosphere and the concept of the enhanced greenhouse effect linked to climate change, while examining the evidence provided by mammoths regarding past climate change. Success Criteria: Students will be able to explain the greenhouse effect using a diagram, create a poster illustrating the connections between the greenhouse effect, enhanced greenhouse effect, and climate change, and describe the distribution of mammoth habitats as evidence of natural climate changes in the past.	Creative time, collaborative classroom

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	2	Why is the carbon cycle important?	Examining the balancing act that is the carbon cycle, and identifying different carbon stores and flows.	Learning Objective: Examine the importance of the carbon cycle, including carbon stores and flows, and understand how human activities disrupt the natural balance of the carbon cycle. Success Criteria: Students will be able to explain the impact of human activities on the carbon cycle, demonstrate understanding of carbon flows through interpretation of a diagram, and identify evidence of human activities affecting the carbon cycle.	Critical thinking, risky learning
	3	Climate change on the front line	Outline the impacts of climate change on two contrasting nations.	Learning Objective: Investigate the impacts of climate change on Greenland and Tuvalu, understanding the specific effects on each region and considering the global implications of melting ice in Greenland. Success Criteria: Students will be able to explain the impacts of climate change on Greenland and Tuvalu, providing examples of positive and negative effects, and demonstrate geographical imagination by considering the broader global implications of ice melt in Greenland.	Critical thinking, agile, risky learning

جیمس محرسة فاوندرز دبي	Founders DUBAI	School Year	: 9 ect: Geography		High Performance Learning
	4	Climate change in action	Examining the global impacts of climate change.	Learning Objective: Examine the impacts of climate change around the world, categorize them in different ways, and understand the link between extreme weather events and climate change. Success Criteria: Students will be able to identify and explain examples of climate change effects in different countries, categorize them based on different criteria, and demonstrate an understanding of the connection between extreme weather events and climate change.	Critical thinking
	5	Tackling the climate emergency	Identifying ways of reducing emissions.	Learning Objective: Explore strategies for cutting carbon emissions, identify sectors of human activity that emit the most carbon, and propose ways to reduce carbon emissions. Success Criteria: Students will be able to identify human activities responsible for significant carbon emissions, suggest methods to reduce carbon emissions, and write a recommendations report outlining actions for achieving carbon reduction targets.	Critical thinking

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	6	Climate change – review	What do I know about climate change?	Learning Objective: Review and consolidate knowledge about climate change, including its impacts and key concepts covered in the chapter. Success Criteria: Students will be able to discuss the impacts of climate change at different scales, define and provide examples of concepts related to climate change, and identify actionable steps that can be taken at the personal or school level to respond to climate change.	Hardworking time, meta moment