

# Geography

## Year 9: How has Liverpool changed over time?

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>During each topic students complete a mid-unit knowledge test based on the unit knowledge covered. Students also complete an end-of unit assessment which includes key vocabulary, knowledge questions, geographical and extend writing.</p> <p>During each year, students complete a mid-year and end-of year assessment which assesses students on all content covered</p>	<p>Tier 2 vocabulary is identified on page 2 of this SOL in the key knowledge list and is shown in italics.</p> <p>Tier 3 vocabulary is identified on page 3 of this SOL in the key knowledge list and is shown in bold.</p> <p>Reading opportunities take place regularly throughout all Geography schemes of learning. This is identified within this SOL (highlighted in blue).</p> <p>Extended writing opportunities take place regularly throughout all Geography schemes of learning. This is identified within this SOL (highlighted in yellow).</p>	<ul style="list-style-type: none"> <li>• Use of satellite images</li> <li>• Use of different forms of maps</li> <li>• Plotting information on maps</li> <li>• Impact of regeneration on settlement and town planning</li> <li>• Impact of industrial shift on settlement and town planning</li> </ul> <p><b><u>Career industry/ sector link</u></b> Town planning, Engineering, Architecture</p>

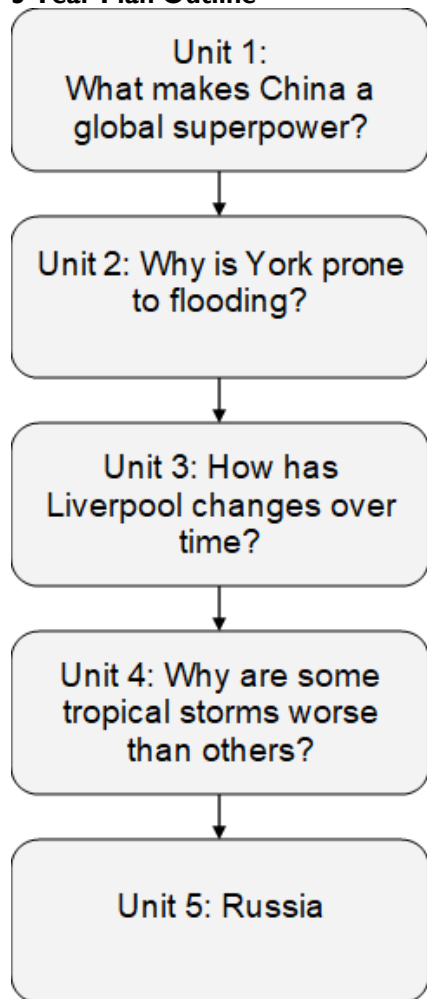
### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

<p><b>Possible Lesson Breakdown:</b>                  Lesson 1 - Welcome to Liverpool                  Lesson 2 - Structure of cities in HICs                  Lesson 3 - How are cities in HICs changing?                  Lesson 4 - How has Liverpool changed over time?                  Lesson 5 - Causes of deindustrialisation                  Knowledge Test                  Lesson 6 - Mapping industrial change in Liverpool                  1 Collective feedback                  Lesson 7 - Mapping industrial change in Liverpool                  2                  Lesson 8 - What happened as a result of deindustrialisation?                  Lesson 9 - Impact of deindustrialisation in Liverpool                  Lesson 10 - Explaining the impact of deindustrialisation                  Lesson 11 - Regeneration in Liverpool                  Lesson 12 – Individual feedback End of unit knowledge test</p>	<p><b>Unit Knowledge (key terms in bold)</b></p> <ul style="list-style-type: none"> <li>• The location of Liverpool within the UK, Merseyside and NW region.</li> <li>• How <b>industry</b> in Liverpool has changed over time (from 1700s to present day): <b>population change</b> and <b>economic change</b>.</li> <li>• The structure of cities in HICs and the characteristics of each area: <b>CBD, industrial zone, inner city, suburbs, rural to urban fringe</b>).</li> <li>• Causes of <b>deindustrialisation (globalisation and mechanisation)</b>.</li> <li>• Impacts of <b>deindustrialisation</b> on Liverpool (declining inner city areas, <b>unemployment</b> rates).</li> <li>• Impact of <b>regeneration</b> on Liverpool (Albert Dock)</li> </ul>	<p><b>Writing Tasks</b></p> <p>Causes of Deindustrialisation                  Regeneration in Liverpool</p> <hr/> <p><b>Reading Tasks</b></p> <p>Regeneration in Liverpool                  Causes of deindustrialisation</p>
<p><b>Assessment:</b>                  Lesson 5 Knowledge Test                  Lesson 12 Knowledge Test</p>	<p><b>Feedback</b>                  Lesson 6 collective feedback                  Lesson 12 Individual feedback</p>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• OS maps: 4 and 6 figure grid references, identifying human characteristics</li> <li>• Using aerial photos</li> <li>• Using atlas maps on a range of scales</li> <li>• Interpreting data                      Bar charts/line graphs</li> </ul>



**5 Year Plan Outline**



**Notes**  
 This unit uses a lot of prior knowledge that students have gained about human processes and how urban landscapes are changing in different places to help them understand the city they live in. Students use this knowledge to understand the processes that have affected Liverpool in the past and present and how it will likely change in the future.

**Key Knowledge Themes:**  
**People and where they live:** The structure of HIC cities. Causes and impacts of deindustrialisation. Regeneration in cities.  
**A connected world:** The global shift of manufacturing  
**Place knowledge:** Liverpool, The geography of the NW of England

**Links to Prior Learning:**  
**People and where they live: (7.3, 8.4, 8.5, 9.1):** How cities around the world are changing, population change around the world. Impacts of economic growth.  
**A connected world: (7.3, 8.5, 9.1)** The global shift of manufacturing, changing resource supply in countries of varying wealth, impact of economic change.

**National Curriculum Links:**  
 How geographical processes interact to create distinctive human landscapes that change over time.  
 Human geography relating to population and urbanisation; international development, economic activity in the primary, secondary, tertiary and quaternary sectors.  
 Understand how human processes interact to influence, and change landscapes, environments and the climate.