Geography

Year 9: Why is some tropical storms worse than others?

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
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. During each year, students complete a mid-year and end-of year assessment which assesses students on all content covered	Tier 2 vocabulary is identified on page 2 of this SOL in the key knowledge list and is shown in italics. Tier 3 vocabulary is identified on page 3 of this SOL in the key knowledge list and is shown in bold. Reading opportunities take place regularly throughout all Geography schemes of learning. This is identified within this SOL (highlighted in blue). Extended writing opportunities take place regularly throughout all Geography schemes of learning. This is identified within tis SOL (highlighted in yellow).	• Use of satellite images • Use of different forms of maps and graphs • Plotting information on maps • Impact of weather and climate change on people • Effect of engineering at reducing impacts **Careers industry/ sector links** Climatology, Meteorology, Engineering

Curriculum vision:

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

Topic 4 – Why are some tropical storms worse than others?

<table>
<tr>
<td colspan="2"><u>Possible Lesson Breakdown:</u>
Lesson 1 - What are tropical storms?
Lesson 2 - How do tropical storms form?
Lesson 3 - The structure of tropical storms
Lesson 4 - Explaining the formation of tropical storms
Lesson 6 – Collective feedback The impacts of tropical storms 1 Knowledge test
Lesson 7 - The impacts of tropical storms 2
Lesson 8 - Why are some impacts worse than others?
Lesson 9 - Differences between tropical storms
Lesson 10 – Individual feedback Knowledge test (end of topic)</td>
<td><u>Unit Knowledge (key terms in bold)</u>

• The location of Liverpool within the UK, Merseyside and NW region.
• How industry in Liverpool has changed over time (from 1700s to present day): population change and economic change.
• The structure of cities in HICs and the characteristics of each area: CBD, industrial zone, inner city, suburbs, rural to urban fringe).
• Causes of deindustrialisation (globalisation and mechanisation).
• Impacts of deindustrialisation on Liverpool (declining inner-city areas, unemployment rates).
• Impact of regeneration on Liverpool (Albert Dock)</td>
<td><u>Writing Tasks</u>

Explaining the formation of tropical storms

Differences between tropical storms

<u>Reading Tasks</u>
Impacts of tropical storms</td>
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<tr>
<td><u>Assessment:</u>
Lesson 4 Knowledge Test
Lesson 10 Knowledge Test</td>
<td><u>Feedback</u>
Lesson 6 – Collective feedback
Lesson 10 – Individual feedback</td>
<td colspan="2"><u>Geographical Skills</u>
• Using atlas maps on a range of scales
• Satellite images
Interpreting data</td>
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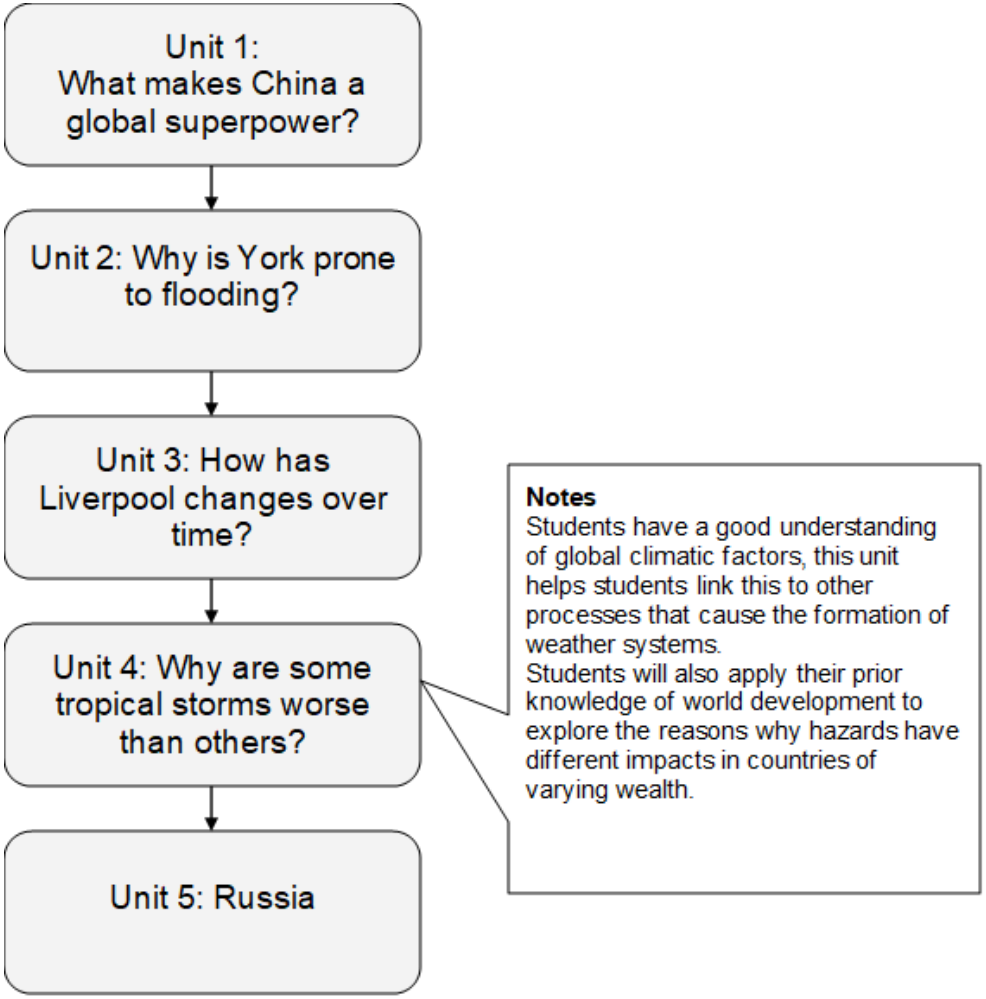
5 Year Plan Outline



Key Knowledge Themes: **Changing weather and climate:** The distribution of tropical storms (latitude/Hadley cells). Causes of tropical storms. **Global economic development:** Reasons why tropical storms are worse in poor countries. **Place knowledge:** Hurricane Harvey (South USA), Cyclone Ampham (Bangladesh). **A connected world:** How people interact with natural processes in different places around the world.
Links to Prior Learning: **Changing weather and climate: 7.5, 8.1, 8.4 –** The different factors that influence climate around the world, how Hadley cells work and the role of high and low pressure on influencing weather patterns. **Global economic development: 7.3, 8.3** – the characteristics of countries of differing wealth, development indicators. **A connected world: 7.5, 8.3 –** Factors that affect world climate, the distribution of wealth worldwide.
National Curriculum Links: Physical geography relating to weather and climate. Human geography relating to international development Understand how human and physical processes interact to influence, and change landscapes, environments and the climate.