

**Teaching and Learning Content: Geography**  
**Year Group: 9**  
**Spring Term – Half Term 3**



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| <p><b>Topics:</b><br/>Asia</p>  |   |
| <p><b>Home Learning:</b> Set bi-weekly</p>  |   |
| <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Is Asia a rising superpower?</li> <li>• Where in the world is India?</li> <li>• What is India's landscape and climate like?</li> <li>• How diverse is India?</li> <li>• What issues are Bangalore facing?</li> <li>• What are the future challenges for India?</li> <li>• What is life like in China?</li> <li>• How is China connected to the world globally?</li> <li>• Why are people moving to the cities?</li> <li>• What impact is development having on the environment in China?</li> </ul>   | <p style="text-align: center;"><b>Diagnosis</b></p> <ul style="list-style-type: none"> <li>• Retrieval activities</li> <li>• Cold calling questioning</li> </ul>  |
|   | <p style="text-align: center;"><b>Therapy</b></p> <ul style="list-style-type: none"> <li>• Sharing model responses (teacher/student led feedback)</li> <li>• Repair tasks following assessment</li> <li>• Peer to peer support in lessons</li> </ul>                            |
| <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Know that Asia is a rising superpower</li> <li>• Locate India and China</li> <li>• Understand how India and China's landscapes and climates affect development</li> <li>• Explain how India and China are diverse countries</li> <li>• Evaluate the issues Bangalore is facing</li> <li>• Describe the future challenges of India</li> <li>• Explain China's influence on globalisation</li> <li>• Explain why there is rural to urban migration in China</li> <li>• Evaluate the impacts development is having on China's environment</li> </ul> | <p style="text-align: center;"><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Students will complete an assessment every half with a response to feedback that highlights an area to repair their knowledge/skills on.</li> <li>• Peer and self-marking</li> </ul> |