

Above and Beyond – Geography (Year 9)

1	Title: Raging rivers	5	Title: Tourist leaflet for a location of your choice
	Details: Research and investigate one famous river of your choice from around the world – e.g. Nile, Ganges, Mississippi or Amazon. Create a leaflet or poster about the river. Include information about how the river changes downstream, interesting facts about the river, who uses the river and how the river is managed. This can be completed on a computer or by hand.		Details: Design a tourist brochure or leaflet for a tourist wishing to visit a location of your choice on holiday. Your tourist guide should include general information about the place, including the climate, currency and language. It should then have a focus on key tourist landmarks that could be visited while on holiday. This can be completed on a computer or by hand.
	Curriculum link: Unit 8.1 – What physical forces have shaped the UK landscape?		Curriculum link: Unit 8.3 – How can we sustainably manage tourism?
House Points: 25		House Points: 50	
2	Title: Glorious glaciers	6	Title: Animal and plant adaptation in a tropical rainforest
	Details: Research and investigate one glacier of your choice from around the world - e.g. Fox, Franz Josef, Perito Moreno or Vatnajokull. Create a leaflet or poster about the glacier. Include information about the landforms that the glacier has created, interesting facts about the glacier, the tourist opportunities on the glacier, any potential conflicts that arise on the glacier and how climate change is affecting it. This can be completed on a computer or by hand.		Details: Over 50% of the world’s species live in tropical rainforests around the world, despite only covering 7% of the world’s surface. Research and investigate 4 animals and 4 plants that have adapted to survive in the tropical rainforest. Create a top trump card for each one with key information about the animal or plant and how they have adapted to live in the tropical rainforest. This can be completed on a computer or by hand.
	Curriculum link: Unit 8.2 – Why do we live in such a divided world?		Curriculum link: Unit 8.4 – How are ruining our biomes?
House Points: 25		House Points: 50	
3	Title: Country fact files	7	Title: Animal and plant adaptation in a cold or hot desert
	Details: Choose two contrasting countries around the world – one higher income country (HIC) and one lower income country (LIC). Each country should cover one page of A4 and include key development facts about the country. This could include statistics such as GNI, GDP, birth rate, death rate, literacy rate etc. It would be good to include a map of the country within your fact file too. This can be completed on a computer or by hand.		Details: The climate in cold and hot deserts makes it very challenging for plants and animals to survive. Research and investigate 4 animals and 4 plants that have adapted to survive in either a cold or hot desert. Create a top trump card for each one with key information about the animal or plant and how they have adapted to live in the desert. This can be completed on a computer or by hand.
	Curriculum link: Unit 8.2 – Why do we live in such a divided world?		Curriculum link: Unit 8.4 – How are ruining our biomes?
House Points: 50		House Points: 50	
4	Title: How should we manage tourism in Antarctica?	8	Title: Sustainable cities
	Details: Answer the question, ‘How should we manage tourism in Antarctica?’ either in the form of a PowerPoint, movie, essay, poster or newspaper article. Research about what Antarctica is like and what makes it so special, the attractions for tourists wanting to visit and the conflict that tourism brings to the future of the continent. Include your own personal opinion about how you think tourism should be managed in Antarctica.		Details: Curitiba is a major city in Brazil with a population of 1.7 million. It is regarded as one of the most sustainable cities in the world. Create a fact file about the city to include information about the location and the strategies that have been introduced to make the city more environmentally sustainable. This can be completed on a computer or by hand.
	Curriculum link: Unit 8.3 – How can we sustainably manage tourism?		Curriculum link: Unit 8.5 – Where is everyone going to live?
House Points: 25		House Points: 25	