

SUBJECT Geography Year 9 Curriculum Overview



Year 9 – Overview

Our vision for Geography in Year 9

Students bring together prior learning and understanding to tackle and reflect upon some of the main global issues challenging humans in the modern world. Whilst exploring these issues across a range of scales, focusing on “new” global locations such as The Middle East and emerging economies, students are encouraged to consider the causes of the challenges and to assess the potential solutions. Taking a global approach across themed topics, and contrasting the impacts across countries at differing levels of economic development, students can contrast the UK to other parts of the globe and consider their role and impact on the planet and how the planet and human systems can impact them.

Intent

Year 9 contains a mix of physical and human geography continuing to focus on the impact of processes on people and lives. There are 6 main topics, further split into specific areas of focus. Exemplification and locational knowledge is extended globally, selecting contrasting and relevant case studies which enables students to understand and empathise. Core knowledge and skills from KS3 are developed upon with an increasing degree of complexity as students move from conceptual to reality. Each topic unit asks students to evaluate and consider roles, causes, impacts and solutions to enable them to become informed global citizens.

Geographical skills of analysis and evaluation are now developed to demonstrate more critical thinking and reasoning skills. Source material and globally contrasting examples build awareness and empathy, along with adding more advanced geographic terminology. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and challenge provided where necessary.

Impact

By the end of the year students will have developed contextual knowledge of a wide range of globally significant places and be able to make links between places as well as contrast them, alongside a deep understanding of the interaction between physical and human processes and the impact people are having on the planet. The global issue themed approach will have inspired a curiosity and fascination for the world and how both the physical and human world’s function, which either encourages students to extend their Geographic studies at GCSE and beyond, or prompts students to actively consider the consequences of their actions and roles they can play in the solutions, as responsible, inquisitive and compassionate global citizens.

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Autumn Term focuses on the earth beneath our feet and how the world is becoming more hazardous to live in. The challenges of a changing physical environment on human populations is looked into, building on content covered in Year 7 and 8.

Spring Term switches to human geography and how earth's resources are vital to our human populations. International Development looks at how countries interact with each other, preparing students for a changing economic world and the social and moral challenges facing people.

From April, newly emerging economies such as the Middle east and Russia are investigated and the challenges that these regions face in an ever-changing world.

Throughout the topics, students will question "What, Where, When, Who, Why" to continue a geographical enquiry approach and will analyse the reasons and causes behind global issues as well as assess and evaluate the solutions and opportunities which arise from these challenges.

Students will be encouraged to analyse questions and use acronyms and strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding along with a selected range of texts to extend comprehension.

Assessments will test knowledge and understanding and use more challenging command words, such as analyse, assess, evaluate and to what extent, to prompt the development of an evaluative approach to writing as well as prepare students for a GCSE style of questioning.

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Term	Themes/ Topics	Key Knowledge & Skills	Key Assessments
(Autumn 1)	<p>TOPIC 1: From rock to soil</p> <ol style="list-style-type: none"> 1. Our rocky home 2. What are the three rock groups? 3. What is weathering? 4. What is the rock cycle? 5. The British Isles on their travels 6. Rock and relief around the UK 7. What's the link between rock and landscape? 8. How are you linked to soil? <p>UK Local/national</p>	<p>Rationale: This topic explain what rock is, what it is made of, and how we use it.</p> <p>Key Knowledge:</p> <p>By the end of this chapter students should be able to:</p> <ul style="list-style-type: none"> • Understand that rock is made up of natural compounds called minerals • Understand that all rock belongs to one of three groups, depending on when it was formed • Understand that rock is broken down by weathering • Understand that continents and oceans move and change shape • Understand that plate movement led to our mountains • Understand that we depend on soil <p>Geographical skills:</p> <ul style="list-style-type: none"> • Literacy skills – explanation of processes • Use subject specific language when speaking and writing about space and place • Interpret maps, draw and label diagrams, interpret photographs, interpret timescales, comparison of maps. • Opportunity for onsite fieldwork 	<p>Assessment – deep marked description of the land that forms the British Isles. Feedback given for DIRT</p>
(Autumn 2)	<p>Topic 2: Our restless planet</p> <ol style="list-style-type: none"> 1. What's Earth like inside? 2. A cracked Earth? 	<p>Rationale: This topic is about Earth's structure. It shows the layers which make up Earth, and then focuses on the crust and mantle.</p>	

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	<ol style="list-style-type: none"> 3. A closer look at plate movements 4. What is an earthquake? 5. An earthquake in China 6. Tsunami 7. What is a volcano? 8. The most dangerous volcano in the World 9. Why live in a danger zone? <p>UK China Japan Iceland</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • The Earth’s layers and a closer look at the crust and the mantle • Plates, and their link with earthquakes and volcanoes • What earthquakes are, the richter scale and the damage earthquakes can do • Case study of a major earthquake • Case study of a major tsunami • The structure of volcanoes and the damage eruptions can do • Why people continue to live in places along or near plan margins <p>Geographical Skills:</p> <ul style="list-style-type: none"> • Draw and label cross sections • Interpreting and comparing maps • Literacy skills – make judgements based on evidence, problem solving 	<p>Unit quiz/check questions - peer/self-assessment</p>
<p>(Spring 1)</p>	<p>Topic 3: Using Earth’s natural resources</p> <ol style="list-style-type: none"> 1. Earth’s natural resources 2. Do we have enough water? 3. Emptying the Ogallala 4. Tackling water stress 5. Feeding the UK 	<p>Rationale: This topic shows how we depend on Earth’s natural resources to meet our needs, and then presents some key definitions</p> <p>Key Knowledge:</p>	

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	<p>6. Food insecurity, a global look 7. Goodbye to fossil fuels? 8. Renewables in the UK 9. Is solar power the solution? 10. Why must we change our ways?</p> <p>UK USA Global issues Africa</p>	<ul style="list-style-type: none"> • What are natural resources and how/why they are not shared equally • Where water comes from and what we use it for • How water is being pumped from aquifers and running dry • Different approaches to avert a water crisis • Is our food security at risk? • Food insecurity around the world • Renewable energy sources • How we are putting increasing pressure on Earth's resources • DECISION MAKING EXERCISE?? <p>Geographical skills:</p> <ul style="list-style-type: none"> • Decision making exercise (GCSE style), justification of decisions, interpreting photographs and range of maps at different scales, giving opinions on current issues, divided bar graphs 	<p>Assessment – decision making exercise – group work?</p>
<p>(Spring 2)</p>	<p>Topic 4: International development</p> <ol style="list-style-type: none"> 1. An unequal world 2. What is development? 3. How is development measured? 4. How is Malawi doing? 5. How did the development gap grow? 6. Globalisation, development and TNC's 7. COVID-19 and vaccine inequality 	<ul style="list-style-type: none"> • Rationale: This topic looks at just how unequal the world is and what how we can escape poverty <p>Key Knowledge:</p> <ul style="list-style-type: none"> • How the World's wealth is shared • Comparing the development of countries and the obstacles to development • Development indicators and human development index 	<p>Unit quiz - peer/self assessment</p>

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	<p>8. Escaping from poverty 9. Putting an end to poverty</p> <p>UK Malawi – comparison with UK Mali Europe China</p>	<ul style="list-style-type: none"> • Level of development in Malawi and it's links with the UK • Historical, geographical and social reasons why some countries are more developed than others • How TNC's can speed up a country's development, plus the downsides • Global pandemics • How people risk everything for a better life • How poorer countries can help themselves and how NGO's/HIC's/technology can help <p>Geographical Skills:</p> <ul style="list-style-type: none"> • Analysing and interpreting different data sources (qualitative/quantitative) • Suggesting reasons • Using HDI scale 	
<p>(Summer 1)</p>	<p>Topic 5: The Middle East</p> <ol style="list-style-type: none"> 1. Introducing the Middle East 2. Physical geography of the Middle East 3. Climate zones and biomes 4. The people and economies 5. Challenges in the Arabian Peninsula 6. Conflict in the Middle East <p>Middle East – region (12 countries) Yemen Arabian Peninsula</p>	<p>Rationale: In this topic students should be taught to understand geographical similarities, differences and links between places through the study of the human and physical geography of the Middle East. This unit is fluid and changing due to world developments.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Know what and where the Middle East is • Understand that the Middle East is surrounded by bodies of water, mountains, flat land and great rivers 	<p>End of Year Exam</p>

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	<p>Conflict zones</p>	<ul style="list-style-type: none"> • Understand that overall the region is dry, but with distinct climate zones and corresponding biomes • Much of the region is sparsely populated and contains many ethnic groups and that wealth varies across the region • That the Middle east faces a number of challenges • That the region is unstable with conflict in areas • select photos that show a well-off city and three that show poverty; draw a graph to show Nairobi's population growth <p>Geographical skills:</p> <ul style="list-style-type: none"> • Interpret a range of maps, photographs, tables • Using maps to provide evidence • Explain and suggest reasons • Introduction of GCSE command words – use of glossary 	
<p>(Summer 2)</p>	<p>Topic 6 – Russia</p> <ol style="list-style-type: none"> 1. Meet Russia 2. Russia's physical features 3. Russia's climate zones and biomes 4. Russian people 5. A tour of European Russia 6. Climate change in Yakutia 7. What is Russia doing in the Arctic Ocean? <p>Russia Yakutia - regional</p>	<p>Rationale: This topic looks at Russia's physical and human geography.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Russia's main physical features • Look at Russia's main biomes – Taiga/Tundra • How population is concentrated in European Russia • How rapid warming is affecting Yakutia • How Russia is responding to the likelihood of an ice-free Arctic Ocean • 	<p>Unit quiz - peer/self-assessment</p>

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Geographical skills:

- Interpreting a range of maps of different scales, photographs, tables and pie charts
- Estimating percentages, dividing
- Give evidence, suggest impacts, give reasons, weigh up