

Curriculum Overview – Year 9 Geography

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Natural Hazards Plate Tectonics	<p>What a natural hazard is – it must be natural and must be a hazard (potential to cause harm etc.)</p> <p>Different types of hazard – tectonic, atmospheric, geomorphological etc. Ch2+3 provides detailed examples.</p> <p>Why are risks increasing / why are people at risk of hazards / how can people change the risk?</p> <p>Explanation of plate tectonics – what they are – why they move – where major boundaries are – how volcanoes and earthquakes are formed at different types of plate boundary e.g. convergent v divergent.</p>	<p>Read choropleth maps, maps with data, develop explanations.</p> <p>Describe physical geographical processes.</p> <p>Draw detailed diagrams and analyse images.</p>	<p>Knowledge and recall of various processes.</p> <p>Interpreting graphical information.</p>	<p>Revision of key processes covered.</p> <p>Application of knowledge learned to real world examples.</p> <p>Researching news articles about hazard events.</p>	<p>Awe and wonder at God’s creation and the magnitude of the natural world.</p> <p>Empathy with those affected by natural hazards.</p> <p>Courageous and Resilient – focus on these virtues when looking at those who live in affected areas and rescue workers.</p>	<p>Science – composition of the earth and geological history.</p>
Autumn Term 2						
Impact and management of Hazards	<p>What are the effects and responses to earthquakes (primary, secondary, long term and short term)</p>	<p>Using statistics to analyse geographical issues.</p> <p>Using evidence and data to strengthen arguments and answers.</p>	<p>Extended writing (comparing hazards in different parts of the world)</p>	<p>Extended writing to compare effects of and responses to</p>	<p>Leading for justice – through learning about disasters and how assistance can be organised.</p>	

<p>Differing impacts of hazards</p>	<p>Case study examples of L'Aquila, Italy and Gorkha, Nepal to demonstrate effects, responses and differences between places. Should include details and statistics.</p> <p>Why people live in areas affected by volcanoes and earthquakes and how they can plan for and manage the risks.</p>	<p>Critically comparing geographical case studies.</p> <p>Application of knowledge to real-life examples.</p>	<p>Peer assessment of extended writing.</p> <p>End of unit exam with GCSE style questions.</p>	<p>case study earthquakes.</p> <p>Use of Educake online platform to practise exam questions including data response.</p>		
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Spring Term 1

<p>Urban Challenges: London</p>	<p>Why the population of UK spread as it is – main city locations e.g. coastal / rivers / coal fields etc.</p> <p>London – reasons for its location and why it is important.</p> <p>How migration has affected London e.g. growth / ethnic diversity</p> <p>Opportunities created by urban change – Shoreditch and the social benefits of new housing and businesses / Docklands and creation of new jobs in financial industry / Improvements in transport – Crossrail / Urban Greening – protecting and enhancing London's green spaces.</p>	<p>Describe the location of cities across the UK, cross examine maps, use evidence from images,</p> <p>Contrast data tables, describe pie charts, read population pyramids</p> <p>Use evidence from maps and photo sources. Cross analyse sources.</p> <p>Watch news reports to listen to people's account.</p> <p>Research up to date changes in London.</p>	<p>Extended writing opportunities where students justify their own view on issues e.g. was Crossrail good value for money.</p> <p>End of unit test.</p>	<p>Activities that encourage students to apply the learning from class to their own lives and their city.</p> <p>Using simple statistics to analyse places and impact on people's lives.</p> <p>Use of Educake online platform to practise exam questions including data response.</p>	<p>Grateful and Generous – thinking about the positives of living in London.</p> <p>United in harmony – embracing diversity in the context of London's population and the richness this brings to our lives.</p>	<p>RE – exploring multifaith society in London.</p>
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	<p>Challenges created by urban change – Urban inequalities and deprivation – Newham V Kensington and Chelsea (stats such as life expectancy and household income) – why the areas are unequal (housing ‘education etc.). Problems due to lack of housing. Building on Brown field and Greenfield sites. Pollution and waste disposal in London. Urban Sprawl.</p> <p>Olympic Park regeneration project – what the area was like before and after regeneration. Why regeneration was needed and the benefits of the scheme.</p>	<p>Evaluation of variety of urban planning/changes</p> <p>Compare secondary data- qualitative and quantitative</p>				
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Spring Term 2

<p>Climate change</p>	<p>Climate change and how it is making weather more extreme in the UK (drier summers and wetter winters...)</p> <p>Climate change –Historical climate change- evidence of changes before humans existed / how we know.</p> <p>Natural causes of climate change – solar output, orbital changes etc.</p>	<p>Analyse historical graphs and data, analyse sources such as paintings</p> <p>Read and comment on choropleth maps</p> <p>Draw detailed annotated diagrams of the enhanced greenhouse effect</p> <p>Describe the global effect of climate change using map skills</p>	<p>Assessment of ability to clearly explain the enhanced greenhouse effect and the role of human inputs to the process.</p> <p>Extended writing about the impacts of climate change around the world.</p>	<p>Researching events around the world.</p> <p>Students considering their own views and justifying their position in terms of what has been learned in class.</p> <p>Use of Educake online</p>	<p>Care of creation – students challenged to consider their roles and responsibilities in safeguarding a sustainable future.</p> <p>Leading for justice – consider the injustices of the impacts of climate change around the world.</p>	<p>Science – climate and carbon cycle.</p>
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	<p>Human causes – greenhouse gases released and how they lead to the greenhouse effect.</p> <p>Possible effects of climate change in different places around the world (including storms and UK weather already covered)</p> <p>How mitigation and adaptation is used to manage climate change. Should have a number of examples for each.</p> <p>Climate change links to hazards- and the future of climate change</p> <p>Climate change and the role of wealth</p>	<p>Consistently read the news and follow media updates linked to climate change including forest fires or associated hazards</p> <p>Read secondary sources including news articles and clips and analyse the effects of climate change</p> <p>Read graphs and tables and analyse figures</p>	End of unit assessment.	platform to practise exam questions including data response.		
Summer Term 1						
Resources in the UK	<p>Why water, food and energy are so important to people. How these resources are not available and used evenly around the world. Some examples of areas with poor access v those who have a surplus e.g. large areas of Africa have very poor access.</p> <p>Food in the UK – Demand for food from LICs e.g. exotic fruit all year round / growing trend for seasonal</p>	<p>To cross analyse graphs/figures and comment on patterns/trends</p> <p>Using maps to describe the global inequalities of resource distribution</p>	Short answer questions to demonstrate ability to interpret information and apply to knowledge and learning.	<p>Research around examples of resources in the UK and local area.</p> <p>Students to consider potential futures around our need for resources.</p>	<p>Links to careers around the wide range of jobs and professions that supply many of the things we all need.</p> <p>Understanding the value and dignity of work in providing many of the things we may take for granted.</p> <p>Care of creation.</p>	<p>Water cycle</p> <p>Science energy production.</p>

	<p>produce and organic food. Problem with carbon footprint due to transporting food long distances and efforts to source food locally where possible. Agribusiness and how this operates in the UK.</p> <p>Water in the UK – The increasing demand and reasons for it / Areas of surplus and deficit and how water may be transferred to manage shortages e.g. reservoirs in the Lake District. Causes and effects of water pollution in the UK and how water quality is managed in the UK e.g. sewage treatment plants etc.</p> <p>Energy in the UK – How we produce energy in the UK and how this is changing from fossil fuels to renewable energy such as solar. How UK's supply of fossil fuels is reducing and some of the advantages and disadvantages of different energy supplies in the UK.</p>	<p>To cross analyse maps to link water stress to annual rainfall in the UK</p> <p>To read a range of graphs to analyse the UK's energy mix</p> <p>To use maps to describe the location of shale gas sites in the UK</p>		<p>Use of Educake online platform to practise exam questions including data response.</p>		
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Summer Term 2

<p>Resources: Food</p>	<p>Global Food Issues – Places that do not have enough food / low calorie intake and areas with surplus.</p> <p>How a rising population and increasing wealth across the world is increasing the demand for food.</p>	<p>To use choropleth maps to describe the global average calorie consumption</p> <p>To research case study information and real-world</p>	<p>Analytical extended writing about the issues around food and potential equitable solutions.</p>	<p>Application of knowledge to examples.</p> <p>Exploration of own views considering learning.</p>	<p>Leading for justice – exploration of inequality of availability of food and its production.</p>	<p>Science – issues that affect food supply e.g. climate.</p>
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	<p>The main causes of food supply problems including; climate problems such as drought, pests and diseases that affect crops and livestock, lack of technology, poor water supply, poverty and conflict.</p> <p>The problems that are caused by food insecurity including; Famine and undernutrition, rising prices, social unrest and environmental problems such as soil erosion.</p> <p>Ways to increase food supply: Irrigation, aeroponics, hydroponics, biotechnology, appropriate technology and the new green revolution.</p> <p>Intensive agriculture in Almeria, Spain focusing on the advantages and disadvantages of the type of farming taking place.</p> <p>Sustainable food production: Organic farming, permaculture, urban farming, sustainable meat and fish, seasonal foods and reducing food waste and loss.</p> <p>How farming has been made more sustainable and is benefitting people in Jamalpur, Bangladesh.</p>	<p>examples of the concepts being studied</p> <p>To create cross- topic links with climate change</p> <p>To evaluate and create judgements on a range of food production methods</p> <p>To analyse two case studies on a range of scales</p> <p>To use compound bar charts to describe the percentage food loss globally</p> <p>To read and analyse new articles to learn detailed case study knowledge</p> <p>To use map skills to locate case studies</p>	<p>End of Year test.</p>	<p>Use of Educake online platform to practise exam questions including data response.</p>		
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