

## YEAR 9 Overview - Geography

**Rationale:** In Year 9, students move on from exploring their own country and look at areas further afield including The Middle East. We continue to follow the strands of physical, human and environmental geography. We also introduce the different types of Geography which we will be studying over the following three years. We build on work started in in Year 7 and aim to engage our students and develop their knowledge and understanding of the world around them. It is evident that many of our students have very little experience of the wider world so we try to broaden their horizons. The Geography Curriculum has been designed and produced by the staff of the Geography department to try and inspire a curiosity and fascination about the world and its people.

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• To meet the needs of our students</li> <li>• To enable all students to progress and achieve their potential</li> <li>• To develop literacy and numeracy skills alongside geographical skills</li> <li>• A broad and balanced curriculum which covers physical, human and environmental geography and introduced students to a variety of places</li> <li>• Successful learners who show a love of Geography, and seek to make good progress and achieve their potential</li> <li>• Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils need to know that we are all Geography</li> <li>• A sense of freedom and flexibility to cover world events as and when they take place, e.g. COP</li> <li>• Geography is an inherently interesting, challenging and useful subject in its own right</li> </ul>	<ul style="list-style-type: none"> <li>• Two hours a week with the same teacher</li> <li>• Units have been chosen to be a mixture of human, physical and environmental geography</li> <li>• Knowledge and skills are developed through the teaching of these units</li> <li>• Builds on prior knowledge from primary school and follows the National Curriculum</li> <li>• Units are adapted (adaptive teaching) to meet the needs of all ability learners</li> <li>• The teaching of literacy and numeracy is embedded throughout the curriculum</li> <li>• Time is allowed for revision and retrieval of knowledge and skills</li> <li>• Sequencing of units is consistent across KS3 to build on skills from earlier units</li> <li>• Lessons have been created by member of the Geography department using published resources and lessons of their own design</li> <li>• Homework is in the process of being built into the schemes to consolidate learning</li> <li>• PowerPoints are structured to follow a sequence of lessons but individual staff will adapt their teaching according to the needs of their group.</li> </ul>	<p>Formative assessments include:</p> <ul style="list-style-type: none"> <li>• Common assessments, progress tests for units and end of year exams</li> <li>• Student response to specific targets set by teacher</li> <li>• Self and peer assessment</li> <li>• Student voice feedback – questionnaire</li> <li>• Continuous review of the curriculum by staff and students following each unit</li> </ul> <p>Assessment data will provide information on progression</p> <p>The purpose of the assessments is to assess student progress, inform parents and to make effective judgements on grades and setting.</p>

Autumn Term 1	Spring Term 1	Summer Term 1
<p><b><u>Climate Change &amp; Glaciation</u></b>            The first unit studied is on Climate Change &amp; Glaciation. Students look at causes of Climate Change and how we can reduce the effects of it. We look at which areas of the world could be the most affected. Students identify areas of the world which have glaciers. We look at how glaciers are formed.</p> <p>Prior learning to be revisited.            Weather &amp; Climate</p> <p>How will learning from this unit be developed in the next unit?            Link to Ecosystems</p> <p>1 2 4 6</p>	<p><b><u>Development</u></b>            We learn what the term development means and how it is measured across the globe. We explore inequalities across the globe and understand how actions by individual governments and communities can help encourage development</p> <p>Prior learning to be revisited.            Use of Maps Locating Continents</p> <p>How will learning from this unit be developed in the next unit?            Considering why some countries can afford to mitigate against earthquake and types of protection</p> <p>1 2 4 6 8</p>	<p><b><u>Ecosystems</u></b>            Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Polar regions are also studied. They are a unique ecosystem and need to manage correctly. We also look at Arctic Council and Antarctic Treaty.</p> <p>Prior learning to be revisited.            Natural resources Year 8            Weather and Climate</p> <p>How will learning from this unit be developed in the next unit?            Links to Climate Change in Y10</p> <p>1 2 4 6 8</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p><b><u>The Middle East</u></b>            We learn where The Middle East is located and explore the physical and human geography of the region, such as the weather and climate of the area and how this affects where the population is distributed. We conclude the unit by investigating the global connections the Middle East has and conflicts in the region.</p> <p>Prior learning to be revisited.            Mapping skills.            Weather &amp; Climate            Population</p> <p>How will learning from this unit be developed in the next unit?            Linking rivers in Russia to work on rivers.</p> <p>1 2 4 6 8</p>	<p><b><u>Natural Hazards</u></b>            We shall study the theory of plate tectonics and explore how earthquakes and volcanoes are linked to plate tectonics, and how they are hazards for people living nearby. We shall discover how scientists attempt to predict, manage and prevent these hazards.</p> <p>Prior learning to be revisited.            Knowledge of continents            Location descriptions            Links to development</p> <p>How will learning from this unit be developed in the next unit?            Hazardous Earth (GCSE)</p> <p>1 2 4 6 8</p>	<p><b><u>Ecosystems</u></b>            Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Polar regions are also studied. They are a unique ecosystem and need to manage correctly. We also look at Arctic Council and Antarctic Treaty.</p> <p>Prior learning to be revisited.            Natural resources Year 8            Weather and Climate</p> <p>How will learning from this unit be developed in the next unit?            Links to Climate Change in Y10</p> <p>1 2 4 6 8</p>

No.	<ul style="list-style-type: none"> <li>● Cross Curricular Link</li> <li>● Literacy</li> <li>● Numeracy</li> <li>● highlighted in topics</li> </ul>	
1	Literacy and Oracy	Different types of writing, e.g. report, postcard, tweet. Students present work and read text aloud.
2	Numeracy	Students interpret data from tables and graphs provided. Students present data in different forms, e.g. climate graphs, pie charts, bar charts.
3	RSE **	
4	SMSC /CITIZENSHIP*	Comparisons of how people live, e.g. comparing life in LIDC, EDC and AC's. Role of women in society, religions found in differing countries.
5	Digital Competency	
6	Careers	Look at careers linked to particular aspects studied, e.g. cartographers when looking at maps.
7	Enterprise	
8	Economic Understanding	Looking different types of jobs, why some countries are richer than others.
9	Appreciation of Sports and the Arts	