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| **Year 9 CURRICULUM MAP : Geography 2021-22** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **13 weeks** | **13 weeks** | **13 weeks** |
| **Assessment Objectives** | **AO1** Knowledge on locations, places, processes, environments and different scales (15%)  **AO2** Demonstrate geographical understanding of: concepts and how they are used in relation to places; environments and processes; the interrelationships between places, environmental and processes (25%)  **A03** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)  **A04** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%) | | |
| **Description of the Topic and Key Learning Outcomes** | **Exploiting the world - UK**   * How are the world’s major resources distributed? * The impacts of food, energy and water and which areas in the world have surplus/deficit of these. * Consideration of how energy can be made more sustainable. * Case study into Russia and their natural resources. * The opportunities and challenges presented through their rich natural resources (including Chernobyl). * Case study into ‘black gold’ in Saudi Arabia * The impact on the UK trading with Russia | **Waterworld**   * Fluvial processes * Erosional and depositional river landforms and processes * UK 2019 flooding case study * River management * Why coastlines change * Wave formation * Erosional and depositional coastal landforms and processes * Happisburgh coastal erosion case study * Coastal management * Exploring the last ice age * Erosional and depositional glacial processes * Exploring glaciers around the world – New Zealand and Alaska * How glaciation has helped tourism in the Lake District * Glaciated landscapes and conflict * What glaciers tell us about climate change | **Geography skills unit**  Using prior knowledge and learning from years 7/8/9 students will complete human (local) and physical (local) geographical enquiries. They will practice geographical skills and plan the investigation before writing this up and evaluating.  Students will refine the geographical skills they have developed throughout years 7,8&9 throughout this unit.  **Global issues**  Students will look at recent geographical issues throughout a series of lessons in the final half of the summer term. Here they will further their geographical knowledge and make clear links to prior learning through applying it to real and current global issues. |
| **Milestone Assessments** | **Development – Knowledge audit**  **Unequal world – End of unit assessment** | **Exploiting the world – Knowledge audit**  **Exploiting the world – End of unit assessment** | **Geography skills – Assessed write up** |
| **CEIAG** | Links to the food, water and energy industries. Particular focus on the work of energy companies and these can be made more sustainable in the future. The role/work of government in disaster management linking to the Chernobyl disaster. | Career links to glaciologists and those working in sustainability (e.g. energy) through the work on climate change. Career links with geography in practice through the fieldwork unit. In particular students will get ‘hands on’ experience with systems like GIS and investigation planning. Links with careers within the Geographical Society and the National Trust. | Career links to journalism and news reporting. Disaster management.  Applied geography skills to working with fieldwork centres and writing up research findings. |
| **RRSA** | Article 28: Right to education  Article 29: Goals of education  Article 30: Children of minorities  Article 31: Right to leisure, play and culture | Article 28: Right to education  Article 29: Goals of education  Article 30: Children of minorities | Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture |
| **Wider Curriculum Links** | Maths – more than/less than, population pyramids, interpreting data, graphical skills.  Science – human use of natural resources and the impact of global diseases.  MFL – introducing new cultures and countries. | Science – the use of natural resources and sustainability. Case study of Chernobyl.  MFL – introduction and understanding of different cultures.  Maths – real-life data graphs and interpretation. | Science – glaciation and climate change.  Maths – geography skills e.g. use of graphs, statistical data etc. |
| **Literacy Programme** | * WOW words * Links to exam command words (GCSE) * Development of students writing * Academic texts/books e.g. Prisoners of Geography | * Oracy and listening in the classroom * Independent practiced * Reading opportunities | * Article/report writing * Decode it now * PEEL structure * Diary entry |
| **Useful websites** | <https://www.worldometers.info/world-population/> -World o Meters - watch how the world’s population changes!  <https://www.gapminder.org/> - Gapminder – look at how development differs across the world.  <https://www.bbc.co.uk/bitesize/subjects/zrw76sg> - BBC bitesize, information and revision tests.  <https://www.educationquizzes.com/ks3/geography/> - Test your knowledge and have a go at revision quizzes!  <https://www.google.co.uk/intl/en_uk/earth/> - Google Earth explore the word’s frozen areas. | | |
| **Wider Reading** | Prisoners of Geography – Tim Marshall |  |  |
| **Independent Learning Tasks** | Research the impact that oil has had on the Middle East. Link back to your learning in year 7 about global development. Has this had an impact with any key development indicators? | Look into the UK’s current plans to help manage areas at risk of coastal erosion. Make a leaflet warning people of the dangers of coastal erosion and what is being done to try and stop it. | Find a recent global geographical issue (natural hazard, climate change, population control). Write a blog entry about this issue to school aged children. |