

Year 9 CURRICULUM MAP: Geography 2022-23

| | Autumn | Spring | Summer |
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| Unit Length | 13 weeks | 13 weeks | 13 weeks |
| Assessment Objectives | <p>A01 Knowledge on locations, places, processes, environments and different scales (15%)</p> <p>A02 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%)</p> <p>A03 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)</p> <p>A04 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%)</p> | | |
| Description of the Topic and Key Learning Outcomes | <p>Waterworld This unit is all about the water on our planet and how it shapes our lives and land around us. We start by looking at why the oceans are important then look at how humans are impacting and damaging our oceans.</p> <ul style="list-style-type: none"> To know where the worlds oceans and seas are located To understand why the oceans are important including climate regulation, biodiversity and reducing climate change To know the Mariana trench is the deepest part of the ocean and how it was formed through plate tectonics To understand the term overfishing and how this impacts our global oceans To consider the impact of keeping animals (specifically orcas) in captivity and the impact this can have the marine life To know how climate change is affecting our oceans To understand why our oceans are under threat from humans (coral reefs and the Great Pacific Garbage patch) To know the impact rising sea levels are having on Kiribati <p style="text-align: center;"><i>Mid-unit assessment – Global oceans</i></p> | <p>Global interactions – Global biomes and tropical rainforests</p> <ul style="list-style-type: none"> To know what an ecosystem is and the involvement of biotic and abiotic components in food chains and food webs To locate global biomes and describe their main features To know the key characteristics of the UK’s deciduous forest biome To know how change can affect an ecosystem at all scales (in relation to UK biome) To know where tropical rainforests are, describe the climate and understand how plant and animal adaptations To explain why the rainforest is valuable globally and locally To understand the causes and consequences of deforestation To evaluate management strategies for the rainforest <p style="text-align: center;"><i>Mid-unit assessment – Tropical rainforests</i></p> <p>Global interactions</p> <ul style="list-style-type: none"> To know the location of the world’s hot deserts To know the characteristics of hot deserts and how plants and animals have adapted. | <p>Exploiting the world This unit of work is all about our exploitation of natural resources.</p> <p>Exploiting the world – UK</p> <ul style="list-style-type: none"> To know how the worlds resources are distributed globally (food, water and energy) To understand the impacts of not having enough resources on well-being To know how the UK’s energy mix has changed and how it might become more sustainable in the future To know why energy security is important to the UK and the impacts of having energy insecurity <p style="text-align: center;"><i>Mid-unit assessment – UK resources</i></p> <ul style="list-style-type: none"> To know both human and physical features of Russia To understand why Russia is a superpower country and why it gains from being resource rich To understand the problems that energy can cause (Chernobyl) To consider the impact that that oil is having on the Middle East To evaluate the impacts that water insecurity is having on Turkey |

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| | <ul style="list-style-type: none"> To know why the coast is important to the UK To understand why cliffs collapse due to coastal erosion To know how coasts change over time To explore how the Jurassic coast formed To understand how the coast recycles the material it transports To understand where the world's major rivers are and how these have linked the human and physical world To know how rivers shape the land through erosion and deposition <p>End of unit assessment – Water World</p> | <ul style="list-style-type: none"> To know why the Thar desert is the most populated hot desert in the world To understand why Dubai is one of the most successful desert cities To understand how the Great Green Wall is managing desertification in the Sahara To understand how climate change might impact on the future of hot desert locations <p>End of unit assessment – Global interactions</p> | <p>End of unit assessment – Exploiting the world</p> |
| Milestone Assessments | <p>Mid-unit assessment – Waterworld (oceans) End of unit assessment – Waterworld</p> | <p>Mid-unit assessment – Tropical rainforests End of unit assessment – Global interactions</p> | <p>End of unit assessment – Waterworld</p> |
| CEIAG | <p>Career links within oceanography and exploration – Mariana Trench.</p> <p>Career links with climate change as both research and preventative.</p> <p>Links to disaster relief work – Kiribati.</p> | <p>Careers link to work in ecotourism and sustainable management of TRF.</p> <p>Links with charity organisation and conservation work e.g. WWF.</p> <p>Links to engineering and technology when managing impacts of climate change on fragile ecosystems.</p> | <p>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.</p> |
| RRSA | <p>Article 28: Right to education Article 29: Goals of education Article 30: Children of minorities Article 31: Right to leisure, play and culture</p> | <p>Article 28: Right to education Article 29: Goals of education Article 30: Children of minorities</p> | <p>Article 17: Access to information from the media Article 29: Goals of education</p> |
| Wider Curriculum Links | <p>Maths – data interpretation, use of graphs, use of scale and numerical conversions. Science – weathering and rocks MFL – introducing new cultures and countries.</p> | <p>Science – impact of climate change on ecosystems, animal and plant adaptations and sustainability. MFL – introduction and understanding of different cultures. Maths – use of data, use of graphs (climate graphs)</p> | <p>Maths – more than/less than, population pyramids, interpreting data, graphical skills. Science – the use of natural resources and the problems this can bring MFL – introducing new cultures and countries</p> |

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| Literacy Programme | <ul style="list-style-type: none"> • WOW words • 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 | | |
| Useful websites | <p>https://www.bas.ac.uk/ - British Antarctic Survey website</p> <p>https://www.gov.uk/check-coastal-erosion-management-in-your-area - UK Government website – Coastal management strategies</p> <p>https://www.worldwildlife.org/places/amazon - WWF website about the Amazon Rainforest</p> <p>https://www.greatgreenwall.org/about-great-green-wall - The Great Green Wall, Sahara Desert</p> <p>https://www.bbc.co.uk/bitesize/subjects/zrw76sg - BBC bitesize, information and revision tests.</p> <p>https://www.educationquizzes.com/ks3/geography/ - Test your knowledge and have a go at revision quizzes!</p> <p>https://www.google.co.uk/intl/en_uk/earth/ - Google Earth explore the world's frozen areas.</p> | | |
| Wider Reading | BBC Books – Coast: A celebration of Britain's coastal heritage | National Geographic Rainforests | Prisoners of Geography – Tim Marshall |
| Independent Learning Tasks | 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. | Look into how successful the Great Green Wall has been at stopping desertification across the Sahara Desert. Write a speech to argue whether this method should be used in other countries as well based on your research. | Look into the Russia, Ukraine war and how this has impacted people within these countries and the rest of the world. Look at the rising prices of diesel/petrol around the world. Consider how dependent on these countries for these resources we are. |