

YEAR 9 Geography CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent – The intent is to offer students a broad range of case studies and give them a clear understanding of what is happening around the world. Incorporating both physical and human geography and showing the ways they can link together throughout the subject. Students will assess the impacts of humans on the environment and begin to think about their own life choices and the impact they can have.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 |
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| Topic | Hazards | Urbanisation | Ecosystems | India |
| Crucial Knowledge | <p>Students should be able to define a Natural hazard and give examples.</p> <p>Students should be able to describe what affects the impact of hazards.</p> <p>Students should be able to describe why Saltburn is moving away from New York, Earth's structure, tectonic plates, convection currents</p> <p>Students should be able to describe how Constructive, Conservative and Destructive plate boundaries work.</p> <p>Students should be able to describe the formation of hotspots and fold mountains.</p> <p>Students should be able to describe the impact of a super volcano.</p> <p>Students should be able to describe the Richter and Mercalli scales.</p> | <p>Urbanisation</p> <p>Students should be able to describe why and where do people move. – Push and Pull factors.</p> <p>Students should be able to describe what a Megacity is and what they are like in different parts of the world.</p> <p>Students should be able to describe what Rio is like its opportunities and problems.</p> <p>Students should be able to describe why Rio is growing.</p> <p>Students should be able to describe the opportunities in Rio and why so many are coming to Rio.</p> <p>Students should be able to describe what Rio squatter settlements are like and the conditions for people</p> <p>Students should be able to describe the environmental problems in Rio.</p> <p>Students should be able to describe the issues with the environment in Rio.</p> | <p>Students should be able to describe the differences between small - scale and large-scale ecosystems (Biomes)</p> <p>Students should be able to describe the global distribution of ecosystems</p> <p>Students should be able to describe the human impacts on ecosystems such as deforestation.</p> <p>Students should be able to describe the desert climate and its animal and plant adaptations.</p> <p>Students should be able to describe the desert opportunities and challenges.</p> <p>Students should be able to describe the causes effects and management of desertification.</p> <p>Students should be able to describe the structure of the rainforest and its biodiversity.</p> <p>Students should be able to describe the importance of rainforests.</p> <p>Students should be able to describe the causes effects and management of rainforests.</p> | <p>Using the knowledge gained during KS3 topics and applying it to a case study of India</p> <p>Students should be able to describe India's location and History including conflict.</p> <p>Students should be able to describe the different climates of India and how the climate affects the ecosystems that are in the country.</p> <p>Students should be able to describe the location of India's population and why the majority is located in certain areas.</p> <p>Students should be able to describe the slums of India focussing on the causes of these areas and the social and economic impacts of living in the slums.</p> <p>Students should be able to describe the changing economy of India and the impacts of TNCs</p> <p>Students should be able to give an example of natural disasters in India</p> |

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| | <p>Students should be able to describe how different Tectonic hazards can impact parts of the world in different ways.</p> <p>Students should be able to describe how to Monitor, predict, protect and plan for hazards.</p> | | <p>Students should be able to describe the people of the amazon their lifestyles and traditions.</p> | <p>and how those problems have impacted the people.</p> <p>Students should be able to describe the impact India's development of India on the physical environment.</p> |
| Why this learning now? | <p>The restless earth – builds on students' knowledge about previous hazards and helps to give them a strong foundation for later topics.</p> | <p>Allowing children to grasp the impacts of tourism locally, questioning the local population and gain fieldwork experience for the future.</p> | <p>This topic gives students an understanding of the different ecosystems around the world. They can use this information in later topics and previous topics to understand how humans are impacting the different global ecosystems.</p> <p>Linking with the Whitby trip and later topics studied at GCSE this will help students understand the issues facing our urban environments. Evaluation of the different strategies using the knowledge they have gained.</p> | <p>Crucial knowledge to help students when entering GCSE and gain confidence when completing paper 3. Solidifying students' ability to evaluate different strategies.</p> <p>Implementation of case studies with multiple facts and statistics to remember to help students practice before GCSE. Students begin to feel confident applying case study information into exam questions which is a key skill for exam papers.</p> |
| Assessment Opportunities: | <ul style="list-style-type: none"> - A recall starter - An exit ticket to assess progress - Wins tasks - Embedded AfL tasks for whole class feedback <p>Each end of unit assessment has:</p> <ul style="list-style-type: none"> - Recall questions & answers - Summative assessments <p>Low stakes quiz and poll</p> <p>Address misconceptions with students by asking them to explain the most difficult point in the lesson.</p> <p>Sticky notes on the board</p> | | | |

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| Learning at Home | Homework will be set and teacher assessed once per topic (minimum). Homework will be recall based and will be a mixture of: | | | |
| National Curriculum Links | <ul style="list-style-type: none"> - Exam style questions - Quizzes, e.g. Microsoft forms, Seneca | | | |
| Key Vocabulary (Etymology words) | Continental Oceanic Earthquake Focus Epicentre Diverging Hazard | Economic Social Cultural Political Environmental Hypothesis | Deforestation Biome Temperate Deciduous Biotic Abiotic Urbanisation Push and Pull factors Population density Overpopulation Pacification Political | Assess Evaluate Urban Rural Demographics Extrapolate Tectonic Constructive Destructive Conservative Subducted Shield Composite Oceanic and continental |
| Spiritual, Moral, Social and Cultural concepts covered | <p>The geography curriculum gives students the opportunity to learn about many places around the world and the different conditions found in specific areas. Students will become more aware of specific locations and begin to ask deeper questions about certain countries, cities and environments.</p> <p>Spiritual – The impact of Christ on the city and people of Rio and how a statue become a wonder of the world.</p> <p>Moral – The complexity of economic development and the impact this can have on environments.</p> <p>Social – Urban development and the factors that make people move to and from cities.</p> <p>Cultural – How different cities are shaped by culture and the ways culture can influence decisions on the environment,</p> | | | |

Links to careers and the world of work

The topics link with many careers for example:
Geologist
Urban planner
Disaster management
Council (decision making and economic development)
Conservation
Zoologist