

# Geography



**Year 9**

**Curriculum Map**



## Year 9 – Autumn Term

### Planet in Peril?

### Development and Urban change in NEEs

<b>Prior Learning</b>	<p><b>Planet in Peril?</b> - Pupils have some awareness of environmental issues such as plastic pollution (from when they studied oceans in year 7 wonderful world), deforestation (from studying ecosystems in year 8), oil spills (from studying Alaska in year 8), population growth and overpopulation (from year 8) etc.</p> <p><b>Development and Urban change in NEEs</b> - Pupils are aware of the key terms HIC/NEE/LIC and have learned a little about some development indicators such as GNI and HDI (from studying globalisation and fairtrade cotton in year 7). They have also studied other development indicators such as birth rate, death rate, population growth rate (in the year 8 population topic). Pupils are familiar with the concepts of ‘urban’ and ‘rural’ from the year 7 settlement topic. Pupils have also learned a little about the social and economic challenges faced by slum dwellers in NEE cities as a result rural to urban migration (when they studied Lagos briefly in the wonderful world topic in year 7) and migration generally (in year 8 population).</p>
<b>What will I learn?</b>	<p><b>Planet in Peril?</b> - Pupils explore the relevance of modern-day geography in understanding the spatial patterns and scale of some interesting social and economic issues (the war on illegal drugs) and environmental (ocean pollution and overfishing) major issues that the planet faces. We teach justification skills and pupils therefore become skilled at formulating a well-reasoned opinion-based answer.</p> <p><b>Development and Urban change in NEEs</b> - Pupils develop their understanding of urbanisation and the growth of megacities through investigation of the opportunities and challenges in NEE cities such as Rio de Janeiro, Brazil.</p>
<b>How will I be assessed?</b>	<p><b>Planet in Peril?</b> - Formative: Essay “Plastic pollution is the greatest reason why our planet’s environment is in peril” To what extent do you agree with this statement? Use Figure 1 and your own understanding. Completed in open book conditions with structure guidance provided. Assessed using highlighted success criteria. This assessment covers knowledge, understanding and justification skills (and interpretation of photographs). Summative: Summative test covering knowledge, understanding and skills.</p> <p><b>Development and Urban change in NEEs</b> - Formative: Essay on challenges and opportunities in Rio de Janeiro. This assessment covers knowledge, understanding and justification skills (and interpretation of photographs). Summative: Topic test covering knowledge of key terms, understanding of the issues and geographical skills e.g. Atlas map interpretation.</p>
<b>Next Steps</b>	<p><b>Planet in Peril?</b> - The learning about social, economic and environmental issues is applied to further year 9 topics such as development and urban change in NEEs, tectonic and weather hazards and climate change. The issues around resources are explored fully in the year 9 resources topic.</p> <p><b>Development and Urban change in NEEs</b> - An awareness of levels of development will be applied to the other year 9 topics, e.g. impact of levels of development on natural hazard risk. At GCSE this further supports Paper Two: Section B (The Development Gap), and Paper Two: Section A (Urban issues and challenges – case study of a NEE city). This can be practiced, revisited and revised at GCSE through our interleaving curriculum design.</p>
<b>Opportunities for Independent Learning</b>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and quizzes. Search ‘FisherMoreGeog’ on <a href="http://www.quizlet.com">www.quizlet.com</a> to find the Year 9 Planet in Peril and Year 9 Development and Urban Change in NEEs Quizlet quizzes.</p>

	<p>Planet in Peril: <a href="https://quizlet.com/c8r70y?x=1jqt&amp;i=4fol6t">https://quizlet.com/c8r70y?x=1jqt&amp;i=4fol6t</a>  Rio: <a href="https://quizlet.com/cgq8t0?x=1jqt&amp;i=4fol6t">https://quizlet.com/cgq8t0?x=1jqt&amp;i=4fol6t</a></p> <p>Pupils are encouraged to research overfishing for homework e.g. by watching documentaries like ‘Seaspiracy’ on Netflix or Ross Kemp on Gangs on Youtube (for Planet in Peril), or by watching ‘Welcome to Rio: Peace’ on Youtube (for Urban change).</p>
<p><b>Personal Development and CEIAG</b></p>	<p>Pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life during the <b>Planet in Peril</b> topic, including their knowledge of, and respect for, different people’s faiths, feelings and values and willingness to reflect on their experiences. Also, through exploring the challenges and opportunities in a <b>NEE city</b> (Rio de Janeiro), they gain a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Through the <b>Planet in Peril</b> topic, by looking major social, economic and environmental issues they develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Through the use of decision-making formative assessment in the <b>Planet in Peril</b> topic we promote a willingness to participate in cooperating well with others and being able to resolve conflicts effectively through debates and construction of a balanced argument which looks at social, economic and environmental perspectives.</p> <p>The study of <b>urban change</b> in Rio de Janeiro allows for them to show they can respect and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p><b>Careers links</b>  Travel and tourism, Politics, Cartography, Leisure, Environmental management, Conservation, Medicine</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>We use a wide range of clips from YouTube to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features.  Pupils learn about the variety of challenges through quite topical subjects which impact all our lives.</p> <p><u>Suggested reading books related to these topics:</u>  Horrible Geography – Planet in Peril – Anita Ganeri  No one is too small to make a difference – Greta Thunberg  How to Give Up Plastic: A Guide to Changing the World, One Plastic Bottle at a Time – Will McCallum  Factfulness – Hans Rosling  There is no Planet B – Mike Berners-Lee  World Development – Barry Baker  The Bottom Billion – Paul Collier  The Almighty Dollar – D. Dharshini  Pandemic: Tracking Contagions from Cholera to Ebola and Beyond – S. Shah</p>




## Year 9 – Spring Term

### Tectonic Hazards

### Weather Hazards

<b>Prior Learning</b>	<p><b>Tectonic Hazards</b> - Pupils are aware of some volcanoes like Mt Erebus from their year 7 studies of Antarctica, and the African Rift Valley through their learning about the Horn of Africa in year 8, and the volcanoes of the Kamchatka peninsula in Russia in year 8.</p> <p><b>Weather Hazards</b> - Pupils have studied weather and climate in year 7. They know the difference between weather and climate. They have learned the three types of rainfall (relief, convectional and frontal) and the processes involved in the formation of these e.g. condensation. They have learned a little about extreme weather such as hurricanes and tornadoes.</p>
<b>What will I learn?</b>	<p><b>Tectonic Hazards</b> - Pupils study types of natural hazards, effects and responses, and hazard risk. Plate tectonic theory is covered, so they can identify the 4 types of plate margins and describe and explain the distribution of hazards. Pupils study earthquakes and how they can be managed. Pupils study an example of a Tsunami. Pupils study shield and composite volcanoes; and also, super volcanoes like Yellowstone.</p> <p><b>Weather Hazards</b> - Pupils learn about air pressure and the Global Atmospheric Circulation and the impact it has on the climate at different latitudes. Pupils study tropical storms with a study of Hurricanes. Pupils also study extreme weather in the UK, such as the 2022 Heatwave.</p>
<b>How will I be assessed?</b>	<p><b>Tectonic Hazards</b> Formative: Essay “Explain two human factors that would increase the risk of people being affected by natural hazards?” This assessment covers knowledge and understanding. Summative: Test to cover knowledge, understanding and geographical skills.</p> <p><b>Weather Hazards</b> Formative: Essay “Write a special newspaper report for the National Geographic magazine about the Impacts of the 2022 Heatwave on the UK”. Assessment covers knowledge of a specific heatwave hazard socially, economically and environmentally; and understanding through their ability to explain the effects it had on wealth and peoples’ quality of life and the environment. Summative: Topic test on Weather Hazards and Global Atmospheric Circulation where pupils will be assessed their knowledge, understanding and skills.</p>
<b>Next Steps</b>	<p><b>Tectonic Hazards</b> - The learning about volcanic activity helps them understand some natural causes of climate change in the final term of year 9. This topic will support those pupils who continue to study Geography in key stage 4 especially Paper One: Section A: Challenge of natural hazards at GCSE. This can be practiced, revisited and revised at GCSE through our interleaving curriculum design.</p> <p><b>Weather Hazards</b> - Studying weather hazards now will support their understanding of the evidence of climate change (in half term 6 of year 9 in the climate change topic) e.g. extreme weather. At GCSE this further supports Paper One: Section A: Challenge of natural hazards This can be practiced, revisited and revised at GCSE through our interleaving curriculum design, where global atmospheric circulation is studied in greater depth.</p>
<b>Opportunities for Independent Learning</b>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and quizzes. Search ‘FisherMoreGeog’ on <a href="http://www.quizlet.com">www.quizlet.com</a> to find the Year 9 Tectonic Hazards and Y9 Weather Hazards Quizlet quizzes.</p> <p>Tectonic Hazards: <a href="https://quizlet.com/cq39td?x=1jqt&amp;i=4fol6t">https://quizlet.com/cq39td?x=1jqt&amp;i=4fol6t</a></p>

	<p>Weather Hazards: <a href="https://quizlet.com/_d4tf2a?x=1jqt&amp;i=4fol6t">https://quizlet.com/_d4tf2a?x=1jqt&amp;i=4fol6t</a></p> <p>Pupils are encouraged to research examples of tectonic activity and extreme weather events.</p> <p>Pupils may watch the BBC video “Supervolcano” to extend their learning: <a href="https://www.youtube.com/watch?v=cWTJt4eC2ZY">https://www.youtube.com/watch?v=cWTJt4eC2ZY</a></p> <p>Pupils may watch the documentary “Typhoon Haiyan eye of the storm” to extend their learning: <a href="https://www.youtube.com/watch?v=-BnahLG_DmQ">https://www.youtube.com/watch?v=-BnahLG_DmQ</a></p> <p>Pupils may watch the documentary “Japan's Tsunami Caught On Camera” to extend their learning: <a href="https://www.youtube.com/watch?v=oArd_9uZOnE">https://www.youtube.com/watch?v=oArd_9uZOnE</a></p>
<b>Personal Development and CEIAG</b>	<p>Through exploring these natural hazards topics, they gain a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Through the topics by looking major social, economic and environmental issues they develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p><b>Careers links</b></p> <p>Environmental management, Conservation, Engineering, Meteorology, Climatology, Volcanology, Geology, Energy (renewables e.g. geothermal)</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p>We use a wide range of clips from YouTube to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features.</p> <p><a href="http://www.worldatlas.com">www.worldatlas.com</a>, <a href="http://www.worldmapper.org">www.worldmapper.org</a></p> <p><u>Suggested reading books related to these topics:</u></p> <p>Horrible Geography: Earth shattering earthquakes; Violent volcanoes – Anita Ganeri</p>

	<h2>Year 9 – Summer Term</h2> <h3>Resources</h3> <h3>Climate Change</h3>
<b>Prior Learning</b>	<p><b>Resources</b> - Pupils are aware of fossil fuels like coal, oil and gas. Pupils have used maps of the world. Pupils have some awareness of resources from science. They are aware of world population growth and the implications of this. Pupils have learned sustainability when they studied topics like the Middle East and Ecosystems.</p> <p><b>Climate Change</b> - Pupils have studied weather and climate, and so they are aware that climate is the average weather a place experiences; so climate change is when there is a change in the average weather in the world due to global warming.</p>
<b>What will I learn?</b>	<p><b>Resources</b> - Pupils will learn about renewable and non-renewable sources of energy and the implications of using these. Pupils will learn to use data e.g. from pie charts to show that the UK's reliance on energy from natural gas is creating issues such as the debate over fracking in the UK. Pupils become aware of the demands on our ability to produce food for the increasing world population (food insecurity and inequality).</p> <p><b>Climate Change</b> - Pupils appreciate that there are reasons why Earth's climate changes naturally. They then study the human causes, the social, economic and environmental impacts of climate change and the methods of mitigating or adapting to recent climate change.</p>
<b>How will I be assessed?</b>	<p><b>Resources</b> - Formative: Essay “Should fracking in the UK remain banned?”: This assessment covers knowledge, understanding and evaluative skills.</p>

	<p>Summative: Test to assess pupils on their knowledge, understanding and geographical skills.</p> <p><b>Climate Change</b> - Formative: Essay “Outline the evidence that our planet’s climate is changing”. Assesses knowledge and understanding.</p>
<p><b>Next Steps</b></p>	<p><b>Resources</b> - The learning about the drawbacks of using fossil fuels ties into the next topic, climate change, where they learn about the enhanced greenhouse effect. The initial learning about food and especially energy resources in the UK is applied at GCSE and this topic will therefore support Paper Two: Section C: Resource management. This can be practiced, revisited and revised at GCSE through our interleaving curriculum design.</p> <p><b>Climate Change</b> - Studying climate change in year 9 enables pupils to appreciate the challenges this poses for humans in their future lives. At GCSE this topic further supports Paper One: Section A: Challenge of natural hazards This can be practiced, revisited and revised at GCSE through our interleaving curriculum design.</p>
<p><b>Opportunities for Independent Learning</b></p>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and quizzes. Search ‘FisherMoreGeog’ on <a href="http://www.quizlet.com">www.quizlet.com</a> to find the Year 9 Resources and Year9 Climate change Quizlet quizzes.</p> <p>Pupils may watch the documentary “Before the Flood” to extend their learning: <a href="https://www.youtube.com/watch?v=zbEnOYtsXHA">https://www.youtube.com/watch?v=zbEnOYtsXHA</a></p> <p>Pupils may also watch the David Attenborough documentary “Climate change: the facts” on BBC iPlayer. <a href="https://www.bbc.co.uk/programmes/m00049b1">https://www.bbc.co.uk/programmes/m00049b1</a></p>
<p><b>Personal Development and CEIAG</b></p>	<p>Through exploring these environmental geography topics, they gain a sense of enjoyment and fascination in learning about themselves, others and the world around them. The resources topic promotes a willingness to reflect on their experiences of resource consumption and its impact.</p> <p>Through these topics by looking major social, economic and environmental issues they develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. As they are studying issues around resources and climate change they build up an understanding of the consequences of their behaviour and actions.</p> <p>Through consideration of human’s impact on the planet, they develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p><b>Careers links</b> Environmental management, Conservation, Engineering, Meteorology, Climatology, Geology, Energy (renewables e.g. geothermal, wind) Politics</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>We use a wide range of clips from YouTube to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features. <a href="http://www.worldatlas.com">www.worldatlas.com</a>, <a href="http://www.worldmapper.org">www.worldmapper.org</a></p> <p><u>Suggested reading books related to these topics:</u> Horrible Geography: Planet in Peril – Anita Ganeri The last bear – Hannah Gold No one is too small to make a difference – Greta Thunberg There is no planet B – Mike Berners-Lee</p>