



# Curriculum Overview

**Subject:**

**Geography**

**Year: 9**

**Rationale:** : To build on the skills introduced in Y7 and 8 and prepare for GCSE; To build on pupils knowledge of the wider world through the study of Africa and how these can affect the UK e.g. migration; build on knowledge of processes and hazards by looking at atmospheric based hazards; to understand 2 different natural environments different from ours; embed the knowledge and understanding from Year 7 and 8 in different scenarios by revisiting the fertile concepts e.g. development, sustainability, impacts, tectonics, physical processes

Units of Work		<b>Key Knowledge development:</b> KS4 topics visited along with the key geographical skills. Key concepts such as sustainability, development, ecosystems, impacts and processes revisited and applied in different scenarios. <ul style="list-style-type: none"> <li>• Development</li> <li>• Sustainability</li> <li>• Migration</li> <li>• Social, economic and environmental consequences</li> <li>• GAC model</li> <li>• Human and physical causes of climate change</li> <li>• Structure of ecosystems</li> <li>• Climates</li> <li>• Uses and Management of ecosystems</li> </ul>	<b>Key Skills development:</b> Build on Y7 and 8 skills and also cover the KS4 skills so pupils are introduced to these. The more difficult skills will be introduced in year 9. <ul style="list-style-type: none"> <li>• Development indicator interpretation</li> <li>• Graphs – drawing and interpretation</li> <li>• Photo interpretation</li> <li>• Data manipulation</li> <li>• Accurate diagrams – drawing and annotation</li> <li>• Decision making</li> <li>• Justification skills</li> <li>• GCSE command word understanding (see scheme of work)</li> </ul>	<b>Assessment</b> Work in units will be peer and self assessed and to ensure this is the same between all teachers it will be clearly stated in the scheme of work.  Some units will be assessed with tests (written in the same style as GCSE) to get pupils used to sitting tests.  Other units will be assessed by a DME or an essay  Books will be marked with feedback at least every 4 weeks
1	Migration			
2	Conflict			
3	Weather and climate			
4	Changing climate			
5	Sustaining ecosystems - Rainforests			
6	Sustaining ecosystems - Tundra			
<b>SMSC/British Values/Careers:</b> <ul style="list-style-type: none"> <li>• Moral issues of migration and conflict</li> <li>• Moral and ethical issues of climate change (fiscal awareness)</li> <li>• Different cultural issues and beliefs in Africa</li> <li>• Moral issues relating to management of ecosystems (fiscal)</li> </ul>		<b>Literacy/Numeracy:</b> Use of Blooms : Knowledge, Understanding, Application, Analysis, Evaluation and Synthesis <ul style="list-style-type: none"> <li>• Climate graphs</li> <li>• Data interpretation</li> <li>• Divided bar graphs</li> <li>• Class discussions and putting forward opinion</li> <li>• Decision making and justification</li> <li>• Writing report</li> <li>• Reading different materials</li> </ul>	<b>Curriculum enrichment:</b> Project based learning – fieldwork question on migration and refugees	

