Curriculum Map

Subject: Geography **Year group: 9**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content *Declarative Knowledge – 'Know What'*	**Unit 11: Global Resources** ➢ The essential resources for human wellbeing ➢ What food security/insecurity is ➢ Causes and consequences of food insecurity in LICs (Case study of South Sudan) ➢ Trends of food inequality in the UK ➢ What water scarcity and economic water scarcity is ➢ Reasons why some places experience water insecurity and the impacts of this ➢ How oil is formed ➢ What petrochemicals are used for in everyday life ➢ How the production and distribution of oil can influence conflict and geopolitics (Example - Strait of Hormuz) ➢ How plastic is made and how long it takes to decompose ➢ Strategies to reduce plastic pollution ➢ Strategies to improve the sustainability of food, water and energy consumption	**Unit 12: Global Conflict** ➢ Defining conflict and clarifying the different forms this takes ➢ The distribution of global conflicts ➢ Different viewpoints of stakeholders in local conflicts - social, economic and environmental arguments. (e.g. Luton airport expansion) ➢ How demand for water can lead to conflict (Example - Mekong River) ➢ How demand for oil has led to conflict in some places and the impacts of this e.g. oil prices - current geopolitics (Strait of Hormuz) ➢ Some of the social, economic and environmental impacts associated with armed conflict ➢ What makes a 'superpower' and how do they assert dominance geopolitically - e.g. Russia? ➢ Reasons behind, and impacts of, contemporary conflicts (e.g. Russia and Ukraine and Iran and USA)	**Unit 13: Tectonic Hazards** ➢ Different theories of why tectonic plates move: continental drift, slab pull and ridge push, convection currents ➢ Processes the occur at plate boundaries (constructive, conservative, destructive) and the unique features created at each ➢ Why mapping hazards and hazard risk is important ➢ Volcano types, how they erupt, and their effects - through the use of case studies (One LIC and one HIC) ➢ The difference between primary and secondary effects ➢ Distinguishing between social, economic and environmental impacts of tectonic hazards ➢ How earthquakes occur and an introduction to their effects ➢ Methods of protecting against tectonic hazards	**Unit 14: Place Study: Geographies of the Middle East** ➢ The varied geography of Middle Eastern nations, and its impact on their economies, peoples and environments ➢ The threat of tectonic hazards in the region, particularly in Turkey and Iran, and the best methods used to manage them ➢ The climatic variations in the region, and how this is a cause of food and water insecurity ➢ The importance of the economies of Middle Eastern nations to global economic systems, and future trends ➢ The geopolitical challenges that exist in the Middle East, and how they might be managed in the future	**Unit 15: Place Study: Sahel** ➢ The climate of hot deserts, and the reasons it is difficult to survive ➢ How plants and animals have adapted to desert conditions ➢ Social, economic and environmental issues faced in the Sahel ➢ Reasons for, and impacts of desertification ➢ The impacts of (existing and potential) climate change on the Sahel ➢ Strategies used to reduce the risk of desertification
Skills *Procedural Knowledge –*	**Cartographic Skills** ➢ Analysis of distribution maps **Graphical Skills**	**Cartographic Skills** ➢ Interpretation of maps and GIS to describe and analyse the distribution of conflicts	**Cartographic Skills** ➢ Use of GIS to interpret and illustrate mapping of hazards and hazard-risk ➢ Use of historical maps to identify and interpret	**Cartographic Skills** ➢ Use of GIS to interpret and illustrate mapping of hazards and hazard-risk ➢ Use of historical maps to identify and interpret	**Cartographic Skills** ➢ Interpreting biome maps to gain spatial understanding of desert environments **Graphical Skills**

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'Everybody can be Somebody'

'Know How'	➢ Interpretation of graphical data ➢ Construction of pictograms and bar charts **Other** ➢ Interpretation of photographs ➢ Interpretation of cartoons and infographics ➢ Effective annotation of scientific diagrams ➢ Maths skills – percentage increase (change)	**Other** ➢ Decision-making exercise – forming evidenced conclusions using geographical sources	changing physical landscapes **Other** ➢ Synthesis of geographical sources (newspaper articles, social media etc.) ➢ Interpretation of photographs to identify and explain the formation of tectonic landscapes ➢ Memorisation of case study material to use as evidence	changing physical landscapes **Other** ➢ Synthesis of geographical sources (newspaper articles, social media etc.) ➢ Interpretation of photographs to identify and explain the formation of tectonic landscapes ➢ Memorisation of case study material to use as evidence	➢ Construction and interpretation of climate graphs from cold environments **Other** ➢ Synthesis of geographical sources (newspaper articles, social media etc.)
Key Questions	➢ What are the reasons behind the increasing demand for natural resources? ➢ Why is there food inequality in the UK? ➢ Is current production and consumption sustainable? ➢ Is resource inequality fair? Is it avoidable? ➢ How can students as individuals make a difference and reduce their ecological footprint?	➢ What different types of conflict are there? ➢ Why are the opinions of different stakeholders important in decision-making? ➢ Why is demand for water a cause of conflict? ➢ How has the demand for fossil fuels led to conflict? ➢	➢ What evidence is there to suggest that the Earth's surface is moving? ➢ Why are some plate boundaries more dangerous than others? ➢ Why is mapping hazards and risk important? ➢ What impacts of earthquakes are the most dangerous? ➢ Are earthquakes worse in LICs or in HICs? Why? ➢ What are the best methods of protecting against tectonic hazards? How effective are they?	➢ Why is the physical geography of the Middle East so important in understanding the issue it faces? ➢ Why is the Middle Eastern economy so important for future global development? ➢ Why is it important to understand the diversity of people, religion and environments in the Middle East? ➢ Why is conflict in the region a result of its geography?	➢ What are the major challenges facing people living in desert regions? ➢ What are the most significant causes of desertification? What strategies are the most appropriate to combat the threat of desertification?
Assessment	Assessment is an examination of combination of geographical knowledge and skills from this unit, completed in class.	Assessment is an extended written piece completed at home with success criteria.	Assessment is an examination of combination of geographical knowledge and skills from this unit, completed in class.	Assessment is an examination of combination of geographical knowledge and skills from this unit, completed in class.	**n/a**
Literacy Numeracy SMSC/Character	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method**	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method**	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method**	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method**	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method**

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	➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Calculation of percentage increase ➢ Construction of pictograms and bar charts **SMSC/Character** ➢ Messaging throughout this unit focuses on core geographical concepts such as **inequality**, **sustainability** and **poverty**. Additionally, there is the promotion of **personal responsibility** for ecological footprints and plastic pollution. Students are encouraged to internalise and promote strategies to be more sustainable throughout, thus building **integrity**, **initiative** and **aspiration**.	➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Practice of core mathematical skills required in geographical study **SMSC/Character** Unit provides a grounding in global conflicts, and the reasons for them. Students will gain perspectives from conflict zones, and thus develop empathy for suffering around the world.	➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Practice of core mathematical skills required in geographical study **SMSC/Character** ➢ Focus centred around hazard risk, and the **resilience** of different nations to respond. This highlights how poverty and poor governance can lead to devastating impacts. Thus, students are encouraged to feel empathy towards those who are less fortunate, and consider appropriate strategies to help.	➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Practice of core mathematical skills required in geographical study	➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Practice of core mathematical skills required in geographical study

NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.