



Curriculum Map

Subject: Geography

Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Unit 11: Global Resources</p> <ul style="list-style-type: none"> ➤ The essential resources for human wellbeing ➤ What food security/insecurity is ➤ Causes and consequences of food insecurity in LICs ➤ Trends of food inequality in the UK ➤ What water scarcity is ➤ Reasons why some places experience water insecurity ➤ How oil is formed ➤ What petrochemicals are used for in everyday life ➤ 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 	<p>Unit 12: Tectonic Hazards</p> <ul style="list-style-type: none"> ➤ The theory of continental drift ➤ Processes that occur at plate boundaries (constructive, conservative, destructive) and the unique features created at each ➤ Why mapping hazards and hazard risk is important ➤ How earthquakes occur ➤ The difference between primary and secondary effects ➤ Distinguishing between social, economic and environmental impacts of earthquakes ➤ Specific details of two earthquake case studies in a LIC and a HIC ➤ How volcanic eruptions occur, and what impacts they create ➤ Methods of protecting against tectonic hazards 	<p>Unit 13: Climate Change (19-20 only – 20-21 to become ‘The Nation State’)</p> <ul style="list-style-type: none"> ➤ Evidence used to identify and explain trends in climate change, including proxy data, historical data and temperature recordings ➤ The process of the greenhouse effect, and how it is enhanced by human activity ➤ Human causes of climate change, including industrial activity, changing agricultural practices and deforestation ➤ Effects of climate change on a global scale and in the UK (social, economic and environmental) ➤ What a carbon footprint is, and strategies to reduce an individual’s impact on the planet (meat consumption, recycling etc.) ➤ Strategies that society can use to adapt to, and mitigate against the current and future impacts of climate change 	<p>Unit 14: Global Conflict</p> <ul style="list-style-type: none"> ➤ The meaning of conflict, and the different forms this takes. ➤ The distribution of global conflicts ➤ Different viewpoints of stakeholders in local conflicts - social, economic and environmental arguments. (e.g. Heathrow airport expansion) ➤ How demand for water can lead to conflict ➤ How demand for oil has led to conflict in some places ➤ How colonialism has led to ethnic conflict in some places ➤ Some of the social, economic and environmental impacts associated with armed conflict ➤ Reasons behind, and impacts of, contemporary conflicts (e.g. Syria or Yemen) 	<p>Unit 15: Place Study: Sahel</p> <ul style="list-style-type: none"> ➤ 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
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Cartographic Skills</p> <ul style="list-style-type: none"> ➤ Analysis of distribution maps <p>Graphical Skills</p> <ul style="list-style-type: none"> ➤ Interpretation of graphical data ➤ Construction of pictograms and bar charts <p>Other</p> <ul style="list-style-type: none"> ➤ Interpretation of photographs ➤ Interpretation of cartoons and infographics ➤ Effective annotation of scientific diagrams ➤ Maths skills – percentage increase (change) 	<p>Cartographic Skills</p> <ul style="list-style-type: none"> ➤ Use of GIS to interpret and illustrate mapping of hazards and hazard-risk ➤ Use of historical maps to identify and interpret changing physical landscapes <p>Other</p> <ul style="list-style-type: none"> ➤ Synthesis of geographical sources (newspaper articles, social media etc.) ➤ Interpretation of photographs to identify and explain the formation of tectonic landscapes 	<p>Cartographic Skills</p> <ul style="list-style-type: none"> ➤ Interpretation of temperature anomaly maps <p>Graphical Skills</p> <ul style="list-style-type: none"> ➤ Interpretation of trends of carbon dioxide content in the atmosphere – line graphs <p>Other</p> <ul style="list-style-type: none"> ➤ Data collection of ingredients of meals to calculate carbon footprints ➤ Developing technical, scientific annotations of physical processes in the atmosphere 	<p>Cartographic Skills</p> <ul style="list-style-type: none"> ➤ Interpretation of maps and GIS to describe and analyse the distribution of conflicts <p>Other</p> <ul style="list-style-type: none"> ➤ Decision-making exercise – forming evidenced conclusions using geographical sources 	<p>Cartographic Skills</p> <ul style="list-style-type: none"> ➤ Interpreting biome maps to gain spatial understanding of desert environments <p>Graphical Skills</p> <ul style="list-style-type: none"> ➤ Construction and interpretation of climate graphs from cold environments <p>Other</p> <ul style="list-style-type: none"> ➤ Synthesis of geographical sources (newspaper articles, social media etc.)



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		<ul style="list-style-type: none"> ➤ Memorisation of case study material to use as evidence 			
Key Questions	<ul style="list-style-type: none"> ➤ 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? 	<ul style="list-style-type: none"> ➤ 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? 	<ul style="list-style-type: none"> ➤ What evidence exists to suggest climate change is real? ➤ How do humans influence the greenhouse effect? ➤ How significant are the effects of climate change on people and the environment? ➤ Why is it important to know what our carbon footprint is? ➤ What are the most effective methods to combat climate change? 	<ul style="list-style-type: none"> ➤ 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? 	<ul style="list-style-type: none"> ➤ 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 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.	Assessment is an extended written piece completed at home with success criteria.	n/a
Literacy Numeracy SMSC/Character	<p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Calculation of percentage increase ➤ Construction of pictograms and bar charts <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ 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, 	<p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Practice of core mathematical skills required in geographical study <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Practice of core mathematical skills required in geographical study <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ Unit encourages students to consider individual, collective and institutional response to climate change, ensuring students are aware of the potential impacts of the phenomenon on their own lives, and the lives of those in different socio-economic situations around the world. Students will develop integrity, initiative and aspiration. 	<p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Practice of core mathematical skills required in geographical study <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Practice of core mathematical skills required in geographical study



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	thus building integrity, initiative and aspiration.				
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NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.