



# Curriculum Map

**Subject: Geography**

**Year group: 9**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer</b>
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>Unit 11: Global Resources</b> <ul style="list-style-type: none"> <li>□ The essential resources for human wellbeing</li> <li>□ What food security/insecurity is</li> <li>□ Causes and consequences of food insecurity in LICs</li> <li>□ Trends of food inequality in the UK</li> <li>□ What water scarcity is</li> <li>□ Reasons why some places experience water insecurity</li> <li>□ How oil is formed</li> <li>□ What petrochemicals are used for in everyday life</li> <li>□ How plastic is made and how long it takes to decompose</li> <li>□ Strategies to reduce plastic pollution</li> <li>□ Strategies to improve the sustainability of food, water and energy consumption</li> </ul>	<b>Unit 12: Global Conflict</b> <ul style="list-style-type: none"> <li>□ The meaning of conflict, and the different forms this takes.</li> <li>□ The distribution of global conflicts</li> <li>□ Different viewpoints of stakeholders in local conflicts - social, economic and environmental arguments. (e.g. Heathrow airport expansion)</li> <li>□ How demand for water can lead to conflict</li> <li>□ How demand for oil has led to conflict in some places</li> <li>□ How colonialism has led to ethnic conflict in some places</li> <li>□ Some of the social, economic and environmental impacts associated with armed conflict</li> <li>□ Reasons behind, and impacts of, contemporary conflicts (e.g. Syria or Yemen)</li> </ul>	<b>Unit 13: Physical Systems IV - Tectonic Hazards</b> <ul style="list-style-type: none"> <li>□ The theory of continental drift</li> <li>□ Processes that occur at plate boundaries (constructive, conservative, destructive) and the unique features created at each</li> <li>□ Why mapping hazards and hazard risk is important</li> <li>□ How earthquakes occur</li> <li>□ The difference between primary and secondary effects</li> <li>□ Distinguishing between social, economic and environmental impacts of earthquakes</li> <li>□ Specific details of two earthquake case studies in a LIC and a HIC</li> <li>□ How volcanic eruptions occur, and what impacts they create</li> <li>□ Methods of protecting against tectonic hazards</li> </ul>	<b>Unit 14: Place Study: Geographies of the Middle East</b> <ul style="list-style-type: none"> <li>□ The varied geography of Middle Eastern nations, and its impact on their economies, peoples and environments</li> <li>□ The threat of tectonic hazards in the region, particularly in Turkey and Iran, and the best methods used to manage them.</li> <li>□ The climatic variations in the region, and how this is a cause of food and water insecurity.</li> <li>□ The importance of the economies of Middle Eastern nations to global economic systems, and future trends</li> <li>□ The geopolitical challenges that exist in the Middle East, and how they might be managed in the future.</li> </ul>	<b>Unit 15: Place Study: Sahel</b> <ul style="list-style-type: none"> <li>□ The climate of hot deserts, and the reasons it is difficult to survive</li> <li>□ How plants and animals have adapted to desert conditions.</li> <li>□ Social, economic and environmental issues faced in the Sahel</li> <li>□ Reasons for, and impacts of desertification</li> <li>□ The impacts of (existing and potential) climate change on the Sahel</li> <li>□ Strategies used to reduce the risk of desertification</li> </ul>
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<b>Cartographic Skills</b> <ul style="list-style-type: none"> <li>□ Analysis of distribution maps</li> </ul> <b>Graphical Skills</b> <ul style="list-style-type: none"> <li>□ Interpretation of graphical data</li> <li>□ Construction of pictograms and bar charts</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li>□ Interpretation of photographs</li> </ul>	<b>Cartographic Skills</b> <ul style="list-style-type: none"> <li>□ Interpretation of maps and GIS to describe and analyse the distribution of conflicts</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li>□ Decision-making exercise – forming evidenced conclusions using geographical sources</li> </ul>	<b>Cartographic Skills</b> <ul style="list-style-type: none"> <li>□ Use of GIS to interpret and illustrate mapping of hazards and hazard-risk</li> <li>□ Use of historical maps to identify and interpret changing physical landscapes</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li>□ Synthesis of geographical sources (newspaper articles, social media etc.)</li> </ul>	<b>Cartographic Skills</b> <ul style="list-style-type: none"> <li>□ Use of GIS to interpret and illustrate mapping of hazards and hazard-risk</li> <li>□ Use of historical maps to identify and interpret changing physical landscapes</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li>□ Synthesis of geographical sources (newspaper articles, social media etc.)</li> </ul>	<b>Cartographic Skills</b> <ul style="list-style-type: none"> <li>□ Interpreting biome maps to gain spatial understanding of desert environments</li> </ul> <b>Graphical Skills</b> <ul style="list-style-type: none"> <li>□ Construction and interpretation of climate graphs from cold environments</li> </ul> <b>Other</b>



# Curriculum Map

	<input type="checkbox"/> Interpretation of cartoons and infographics <input type="checkbox"/> Effective annotation of scientific diagrams <input type="checkbox"/> Maths skills – percentage increase (change)		<input type="checkbox"/> Interpretation of photographs to identify and explain the formation of tectonic landscapes <input type="checkbox"/> Memorisation of case study material to use as evidence	<input type="checkbox"/> Interpretation of photographs to identify and explain the formation of tectonic landscapes <input type="checkbox"/> Memorisation of case study material to use as evidence	<input type="checkbox"/> Synthesis of geographical sources (newspaper articles, social media etc.)
<b>Key Questions</b>	<input type="checkbox"/> What are the reasons behind the increasing demand for natural resources? <input type="checkbox"/> Why is there food inequality in the UK? <input type="checkbox"/> Is current production and consumption sustainable? <input type="checkbox"/> Is resource inequality fair? Is it avoidable? <input type="checkbox"/> How can students as individuals make a difference and reduce their ecological footprint?	<input type="checkbox"/> What different types of conflict are there? <input type="checkbox"/> Why are the opinions of different stakeholders important in decision-making? <input type="checkbox"/> Why is demand for water a cause of conflict? <input type="checkbox"/> How has the demand for fossil fuels led to conflict? <input type="checkbox"/>	<input type="checkbox"/> What evidence is there to suggest that the Earth's surface is moving? <input type="checkbox"/> Why are some plate boundaries more dangerous than others? <input type="checkbox"/> Why is mapping hazards and risk important? <input type="checkbox"/> What impacts of earthquakes are the most dangerous? <input type="checkbox"/> Are earthquakes worse in LICs or in HICs? Why? <input type="checkbox"/> What are the best methods of protecting against tectonic hazards? How effective are they?	<input type="checkbox"/> Why is the physical geography of the Middle East so important in understanding the issue it faces? <input type="checkbox"/> Why is the Middle Eastern economy so important for future global development? <input type="checkbox"/> Why is it important to understand the diversity of people, religion and environments in the Middle East? <input type="checkbox"/> Why is conflict in the region a result of its geography?	<input type="checkbox"/> What are the major challenges facing people living in desert regions? <input type="checkbox"/> What are the most significant causes of desertification? What strategies are the most appropriate to combat the threat of desertification?
<b>Assessment</b>	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
<b>Literacy Numeracy SMSC/Character</b>	<b>Literacy</b> <input type="checkbox"/> Continued development of <b>PEEL paragraph</b> structure <input type="checkbox"/> Continued development of <b>TEA method</b> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology  <b>Numeracy</b> <input type="checkbox"/> Calculation of percentage increase <input type="checkbox"/> Construction of pictograms and bar charts  <b>SMSC/Character</b>	<b>Literacy</b> <input type="checkbox"/> Continued development of <b>PEEL paragraph</b> structure <input type="checkbox"/> Continued development of <b>TEA method</b> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology  <b>Numeracy</b> <input type="checkbox"/> Practice of core mathematical skills required in geographical study  <b>SMSC/Character</b>	<b>Literacy</b> <input type="checkbox"/> Continued development of <b>PEEL paragraph</b> structure <input type="checkbox"/> Continued development of <b>TEA method</b> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology  <b>Numeracy</b> <input type="checkbox"/> Practice of core mathematical skills required in geographical study  <b>SMSC/Character</b>	<b>Literacy</b> <input type="checkbox"/> Continued development of <b>PEEL paragraph</b> structure <input type="checkbox"/> Continued development of <b>TEA method</b> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology  <b>Numeracy</b> <input type="checkbox"/> Practice of core mathematical skills required in geographical study  <b>SMSC/Character</b>	<b>Literacy</b> <input type="checkbox"/> Continued development of <b>PEEL paragraph</b> structure <input type="checkbox"/> Continued development of <b>TEA method</b> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology  <b>Numeracy</b> <input type="checkbox"/> Practice of core mathematical skills required in geographical study  <b>SMSC/Character</b>



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	<p>□ Messaging throughout this unit focuses on core geographical concepts such as <b>inequality</b>, <b>sustainability</b> and <b>poverty</b>. Additionally, there is the promotion of <b>personal responsibility</b> for ecological footprints and plastic pollution. Students are encouraged to internalise and promote strategies to be more sustainable throughout, thus building <b>integrity</b>, <b>initiative</b> and <b>aspiration</b>.</p>	<p>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>	<p>□ Focus centred around hazard risk, and the <b>resilience</b> 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> <p>□</p>		
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NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.