

# Subject Curriculum Map: Geography Year 9 2024-25

## Curriculum Intent:

Purpose of study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Curriculum Implementation:

Year 9 students cover a diverse of topics across the year. Taught by two specialist teachers to the subject and one non-specialist. Students have 3 lessons of geography per fortnight. Homework in the form of project based tasks and preparation for timed assessments is set at least once over the 3 lesson period.

Lessons have been developed and adapted by staff in line with the KS3 SOW and preparation towards the GCSE Course.

Teachers use a range of different strategies in lessons to encourage students to develop independence and resilience including: group work, timed independent work, peer/self-assessment and exploring model responses.

Students are offered opportunities to attend focus sessions after school to further explore case study locations, watch geographical related documentaries to further inspire and motivate them to take an active role within learning about the subject.

Websites which can be used to extend knowledge and reading

o <https://www.nationalgeographic.com/>

o <https://www.rgs.org/>

## Curriculum Impact:

The national curriculum for geography aims to ensure that all pupils: ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ♣ are

competent in the geographical skills needed to: ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Key
	Themes
	Concepts and Ideas
	Numeracy
	Literacy

Year 9	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Themes, Concepts &amp; Ideas</b>	<b>Developing a Geographical Understanding</b> Introduction to the year: Ice Breakers  What is Geography?  Understanding geographical terminology  What skills are needed in Geography?  The Importance of Geography?  How population is changing.	<b>Focus on California</b>  Where is California located, sense of place. What are the human and physical features of California?  Challenges and opportunities of living in California.  Climate  Population/Migration  Natural Hazards	<b>Globalisation</b>  What is Globalisation?  How has globalisation accelerated?  Decision Making. Case Study: Nissan.  How is Globalisation changing places?  Globalisation and the local place.	<b>Plate Tectonics Earthquakes</b>  What is the structure of the earth?  Why do Earthquakes happen?  What are the impacts of Earthquakes?  How can risks be managed?  Comparison of earthquakes in contrasting parts of the world.	<b>Focus on the Middle East</b>  Why is the Middle East an important world region?  Where is the Middle East?  What is the climate of the Middle East?  What is the physical Geography of the Middle East?  Why is the population so diverse?	<b>The Future of the Planet – A Geographer’s view.</b>  <b>Producing presentations</b>  Research/ Groupwork:  Changing places (Desert Environments) Climate Change Natural Hazards Population movement

	<p><b>Baseline test</b></p> <p><b>Map work</b></p> <p><b>Geographical enquiry: Our local environment.</b></p>	<p><b>Tourism</b></p>			<p><b>What is the economy of the Middle East?</b></p> <p><b>What are the challenges and opportunities of living in the Middle East?</b></p> <p><b>How does the Middle East link to the rest of the world?</b></p>	
<p><b>Knowledge and understanding</b></p>	<p>What skills do Geographers need to use?</p> <ul style="list-style-type: none"> <li>• Geographical knowledge checks</li> <li>• Terminology relevance</li> <li>• Map work</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing California</li> <li>• Climate Change in the state</li> <li>• Causes, impacts and responses to devastating Californian wildfires</li> <li>• Causes, impacts and responses to USA's greatest drought in a generation</li> <li>• Tectonic Hazards in San Francisco and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• What is Globalisation?</li> <li>• Where and why is it taking place?</li> <li>• What are the opportunities and challenges of Globalisation.</li> <li>• How is the UK economy changing?</li> </ul>	<p>What are hazards? Why do earthquakes occur? What are the impacts and responses to earthquakes? How can earthquakes be managed? Plate tectonic theory Comparison of earthquakes in contrasting parts of the world.</p>	<p>Where is the Middle East? How the physical Geography creates opportunities and challenges. What are the challenges and opportunities of living in the Middle East? How does the Middle East link to the rest of the world?</p>	<ul style="list-style-type: none"> <li>• What is Geography?</li> <li>• How skills in Geography can be used.</li> <li>• Identifying and analysing how the world is changing,</li> <li>• How enquiry can be used to reach decisions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Population change and its impacts in LA</li> <li>• Migration from Mexico</li> <li>• The globalisation of California and its importance to the USA</li> </ul>				
<b>Subject specific skills</b>	<ul style="list-style-type: none"> <li>• Reading OS Maps (4 figure basics, more able may begin to explore 6 figure)</li> <li>• Beginning to analyse data</li> <li>• Creating annotated field sketches</li> <li>• Understanding and beginning in use appropriate terminology successfully</li> <li>• Understanding key physical processes</li> <li>• Understanding social, economic and environmental factors</li> <li>• Making decisions on issues</li> </ul>	<ul style="list-style-type: none"> <li>• Reading climate graphs</li> <li>• Beginning to analyse data</li> <li>• Creating annotated field sketches</li> <li>• Understanding and beginning in use appropriate terminology successfully</li> <li>• Understanding key physical processes</li> <li>• Understanding importance of social, economic and environmental factors</li> <li>• Making decisions on issues</li> <li>• Describing and beginning to explain key issues</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to analyse data</li> <li>• Understanding and beginning in use appropriate terminology successfully</li> <li>• Understanding importance of social, economic and environmental factors</li> <li>• Making decisions on issues</li> <li>• Describing and beginning to explain key issues</li> <li>• More able to begin analysing and linking key issues</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to analyse data and use it to support conclusions</li> <li>• Understanding and using appropriate terminology successfully</li> <li>• Understanding the stages of key physical processes</li> <li>• Linking and assessing relevance of social, economic and environmental factors</li> <li>• Decision making leading to evidence based outcomes</li> <li>• Describing and explaining key</li> </ul>	<ul style="list-style-type: none"> <li>• Reading OS Maps (4 figure basics, more able may begin to explore 6 figure)</li> <li>• Beginning to analyse data and use it to support conclusions.</li> <li>• Creating climate charts.</li> <li>• Creating annotated field sketches that link ideas together</li> <li>• Understanding and using appropriate terminology successfully</li> <li>• Understanding key physical processes</li> <li>• Linking social, economic and</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to analyse data and use it to support conclusions</li> <li>• Understanding and using appropriate terminology successfully</li> <li>• Understanding the stages of key physical processes</li> <li>• Linking and assessing relevance of social, economic and environmental factors</li> <li>• Decision making leading to evidence based outcomes</li> <li>• Describing and explaining key</li> </ul>

	<ul style="list-style-type: none"> <li>• Describing key issues</li> </ul>			<p>issues confidently</p> <ul style="list-style-type: none"> <li>• More able to begin analysing and linking key issues with evidence.</li> <li>• Evaluation skills, presenting a balanced argument.</li> <li>• Analytical skills comparing countries</li> <li>• Using case studies to support our understanding</li> <li>• Map/graph skills including choropleth maps</li> <li>• Statistical analysis skills</li> </ul>	<p>environmental factors</p> <ul style="list-style-type: none"> <li>• Decision making leading to evidence based outcomes</li> <li>• Describing and explaining key issues confidently</li> <li>• More able to begin analysing and linking key issues</li> </ul>	<p>issues confidently</p> <ul style="list-style-type: none"> <li>• More able to begin analysing and linking key issues with evidence.</li> </ul>
<b>1.SMSC</b>	<p>To appreciate the complexity of the world we live in.</p> <p>To value and respect the views of others in relation to geographical themes</p>	<p>To appreciate the complexity of the world we live in.</p> <p>To value and respect the views of others in relation to geographical themes</p> <p>To work successfully</p>	<p>To appreciate the complexity of the human world we live in.</p> <p>To value and respect the views of others in relation to the opportunities and challenges of globalisation.</p>	<p>To value and respect the views of others in relation to living in hazardous environments, decision on how to reduce the risks of earthquakes.</p>	<p>To appreciate the complexity of the physical world we live in, especially with comparison to the UK.</p> <p>To value the views of others in relation opportunities and</p>	<p>To appreciate the complexity of the physical world we live in.</p> <p>To value and respect the views of others in relation to exploring the diverse</p>

		<p>alongside peers to explore the opportunities and challenges within California</p> <p>Develop good citizens for the future who acknowledge the need to live more sustainably and respect the environment.</p>	<p>To develop good citizens for the future who appreciate the need to live more sustainably and consider the wider impacts of our actions as humans.</p>	<p>To work successfully alongside peers to explore the wider impacts of earthquakes and their impacts on the human and physical landscape.</p> <p>Developing good citizens for the future who understand the need to act now to prevent further future risks.</p>	<p>challenges of living in the Middle East.</p> <p>To work successfully alongside peers to consider the solutions to coping of living in the Middle East.</p> <p>Developing good citizens for the future who care about the potential rise in physical and human challenges and act on raising awareness.</p>	<p>geographical topics..</p> <p>Developing citizens of the future who actively promote awareness towards mitigating the impacts of the changes to the future of the planet.</p>
<b>2.Skills For life</b>	<p><b><u>Listening</u></b> Listening and responding with confidence to new ideas and concepts.</p> <p>Also involving themselves in conversations about new ideas or concepts while also using subject terminology to identify key information they</p>	<p><b><u>Listening</u></b> Listening and responding with confidence to new ideas and concepts surrounding a potentially unfamiliar location (California).</p> <p>Also involving themselves in conversations about new ideas or concepts while also using subject terminology to</p>	<p><b><u>Aiming High</u></b> Linking ideas regarding the opportunities and challenges of responding to Globalisation within the UK and using this to further develop and justify their responses to work towards their target.</p> <p><b><u>Listening</u></b> Listening and responding successfully to new</p>	<p><b><u>Teamwork</u></b> Working successfully with peers to encourage their involvement in discussions surrounding the causes of natural hazards and their wider impacts.</p> <p><b><u>Problem Solving</u></b> Complex problems can be identified, such as are primary or secondary impacts the greater threat,</p>	<p><b><u>Aiming High</u></b> Linking ideas regarding the challenges and opportunities within the Middle East to further develop and justify their responses to work towards their target.</p> <p><b><u>Listening</u></b> Listening and responding to new ideas and concepts surrounding a potentially</p>	<p><b><u>Aiming High</u></b> Learners can obtain additional information regarding the opportunities and challenges in relation to the future of the planet to reach justifiable outcomes that include sustainable solutions to the issues.</p> <p><b><u>Listening</u></b> Students are able to follow and take</p>

	<p>will need and retaining it.</p>	<p>identify key information they will need and retaining it.</p> <p><b><u>Problem Solving</u></b> Exploring and identifying a range of problems such as natural hazards within California and explaining why different approaches might be needed to address them.</p> <p><b><u>Aiming High</u></b> Linking ideas regarding the challenges and opportunities within California i to further develop and justify their responses.</p>	<p>ideas and concepts surrounding potentially unfamiliar concepts linked to the causes of Globalisation and it's impacts within the UK</p> <p><b><u>Staying Positive</u></b> Showing the ability to explore issues related to the impacts of Globalisation in the UK with confidence and independence.</p>	<p>and students can explain in confidence why different approaches might be needed to address them.</p>	<p>unfamiliar concepts such as small megacity growth..</p> <p><b><u>Teamwork</u></b> Students identify that their peers contribute valuable ideas about issues of the challenges and opportunities of living in the Middle East and are willing to work together to reach a justified consensus on the issues.</p>	<p>part in class and groups discussions to express opinions on the changing world and identify solutions to reduce any challenges.</p> <p><b><u>Teamwork</u></b> Students are able to follow and take part in group data collection that will allow them to analyse successfully the data they collect to reach clear and justifiable conclusions.</p>
3.FBV	<p><b><u>Diversity</u></b> Working mutually with others to demonstrate respect for different views on issues such climate change priorities and migration issues.</p>	<p><b><u>Tolerance</u></b> Demonstrate tolerance and respect for different cultures and groups of people who live in different environments.</p> <p><b><u>Respect</u></b></p>	<p><b><u>Current Affairs</u></b> Exploring a range of current issues impacting UK physical landscapes and being aware of how these events impact others.</p>	<p><b><u>Current Affairs</u></b> Exploring a range of current issues impacting UK physical landscapes and being aware of how these events impact others.</p>	<p><b><u>Current Affairs</u></b> Exploring a range of current issues impacting how the Middle East connects to the UK.</p>	<p><b><u>Tolerance</u></b> Demonstrate tolerance and respect for different cultures and groups of people who live in hazard prone environments.</p>

	<p><b><u>Respect</u></b> Challenging opinions and stereotypes to reinforce and develop empathy for people who migrate and those impacted by natural disasters.</p>	<p>Challenging opinions regarding climate change and developing awareness of the implications and the challenges facing different groups of people.</p>	<p><b><u>Tolerance</u></b> Demonstrate tolerance and respect for different cultures and groups of people less fortunate than ourselves.</p> <p><b><u>Respect</u></b> Challenging opinions on living in squatter settlements within a NEE to maintain empathy towards their way of life.</p>			<p><b><u>Respect</u></b> Challenging opinions and stereotypes to reinforce and develop empathy for people who are impacted by human and physical factors.</p>
<b>Stretch &amp; challenge</b>	<ul style="list-style-type: none"> <li>• Departmental stretch and challenge worksheet</li> <li>• Extensions tasks built into lessons</li> <li>• Choice of exam questions based on ability</li> </ul>	<ul style="list-style-type: none"> <li>• Extensions tasks built into lessons</li> <li>• Choice of exam questions based on ability</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental stretch and challenge worksheet</li> <li>• Extensions tasks built into lessons</li> <li>• Choice of exam questions based on ability</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental stretch and challenge worksheet</li> <li>• Extensions tasks built into lessons</li> <li>• Choice of exam questions based on ability</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental stretch and challenge worksheet</li> <li>• Extensions tasks built into lessons</li> <li>• Choice of exam questions based on ability</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental stretch and challenge worksheet</li> <li>• Extensions tasks built into lessons</li> <li>• Choice of exam questions based on ability</li> </ul>
<b>Key assessment focus, suggested assessments</b>	<p>Assessment focus:</p> <p>Departmental baseline assessment</p> <p>Keyword spelling/definition tests</p>	<p>Keyword spelling/definition tests</p>	<p>Keyword spelling/definition tests</p> <p>Exam style higher marked questions.</p>	<p>Keyword spelling/definition tests</p> <p>Exam style higher marked questions.</p>	<p>Keyword spelling/definition tests</p> <p>Exam style higher marked questions.</p>	<p>Self/Peer Assessment</p> <p>Presenting group presentations.</p>

<b>Visits/extra-curricular</b>	Local environment		Local Environment		Virtual Fieldwork	
<b>Homework/Independent Learning</b>	Creating a local run in the area, to include a 3D map.	Project on California, SAM learning tasks, and baseline assessment revision	How is Stone/Stafford affected by Globalisation?	Creating an Earthquake proof building.	Could the Middle East be the next SuperPower?	Additional research for chosen group presentations.