

## **Subject Vision**

Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

## **Subject End Points**

EP1 Personal appreciation of the complexity of the world around using maps and other sources.

EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.

EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.

EP4 Develop use of fieldwork and geographical skills.

<u>Subject Domains of Knowledge</u>	<u>Subject Key Concepts</u>
D1 Geographical and fieldwork skills D2 Natural hazards and climate change D3 Managing ecosystems D4 Rivers and coasts D5 Population and urbanisation D6 Development and globalisation D7 Sustainability and resources D8 Place studies	C1 Place C2 Space C3 Human processes C4 Physical processes C5 Interdependence C6 Sustainable development C7 Culture and diversity

## Medium Term Curriculum Plan

### Year 9

Units	Unit 1 Extreme environments	Unit 2 Urban issues and challenges in Rio and Eastbourne
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<p><b>Unit overview</b></p>	<p>Students will be inspired to discover more about the planet's more extreme environments, learning about the physical and human processes that have resulted in these landscapes and how people have colonised and continue to cope with living in these harsh localities.</p>	<p>Students will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p>
<p><b>Lesson Sequence</b></p>	<ol style="list-style-type: none"> <li>1. <b>Why is Iceland extreme?</b> Students learn the physical factors that make Iceland extreme, with a focus on plate tectonics.</li> <li>2. <b>Why do people live in Iceland?</b> Students learn the benefits of living in difficult climatic and tectonic conditions.</li> <li>3. <b>How extreme is Japan?</b> Students learn how development and technology can mitigate tectonic and meteorological risks in Japan.</li> <li>4. <b>Is life in the Andes getting harder?</b> Students learn the challenges of living in the Andes through field sketching and how these are being overcome.</li> <li>5. <b>Is Burkino Faso an extreme place to live?</b> Students learn how BF differs to the UK and looks at how people can adapt to the harsh conditions.</li> <li>6. <b>What causes flooding in Bangladesh?</b> Students learn the physical and human causes of flooding and how climate change exacerbates these.</li> <li>7. <b>How are people responding to cyclones in Bangladesh?</b> Students learn how the 3Ps can reduce the effects of cyclones in Bangladesh.</li> <li>8. <b>Extreme population</b> Students learn about the impacts of rapid global population rise and consider how to manage this for a sustainable future.</li> <li>9. <b>Revision</b></li> <li>10. <b>Assessment</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is urbanisation?</b> Students learn how rural-urban migration and natural increase leads to urbanisation.</li> <li>2. <b>Opportunities in Rio</b> Students learn how urbanisation has led to economic and social opportunities in Rio.</li> <li>3. <b>Challenges in Rio</b> Students learn how urbanisation has led to economic, social and environmental challenges in Rio.</li> <li>4. <b>Squatter settlements</b> Students learn how favelas in Rio are being regenerated.</li> <li>5. <b>Issues in Eastbourne</b> Students learn the opportunities and challenges Eastbourne faces as its population grows.</li> <li>6. <b>How can Eastbourne be more sustainable?</b> Students learn how environmental issues in Eastbourne can be improved.</li> <li>7. <b>Revision</b></li> <li>8. <b>Assessment</b></li> <li>9. <b>Feedback</b></li> </ol>

<b>Key Domains and Concepts taught in this Unit / Term</b>	D1 Geographical and fieldwork skills D2 Natural hazards and climate change D4 Rivers and coasts D5 Population and urbanisation D8 Place studies C1 Place C2 Space C3 Human processes C4 Physical processes C5 Interdependence C6 Sustainable development C7 Culture and diversity	D1 Geographical and fieldwork skills D5 Population and urbanisation D7 Sustainability and resources D8 Place studies C1 Place C2 Space C3 Human processes C5 Interdependence C6 Sustainable development C7 Culture and diversity
<b>KS4 End Points</b>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• The factors that contribute to certain locations being challenging for human development.</li> <li>• The benefits that challenging environments can bring.</li> <li>• The locations and basic geographical characteristics of Iceland, Japan, the Andes, Burkina Faso, Bangladesh.</li> <li>• How quality of life differs between the UK and Burkina Faso.</li> <li>• The causes of flooding in Bangladesh</li> <li>• How do countries respond to extreme weather hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• A definition of urbanisation and its causes.</li> <li>• The opportunities that contrasting urban areas create.</li> <li>• The challenges caused by rapid urbanisation.</li> <li>• How squatter settlements can be improved.</li> <li>• How Eastbourne can be made more sustainable.</li> </ul>

<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>Outline the processes that lead to natural hazards such as volcanoes.</li> <li>Interpret bar and line graphs</li> <li>Describe reasons why people continue to live in areas at risk from natural hazards</li> <li>Explain how the effects of tropical storms can be reduced.</li> <li>Compare their quality of life with those of people in other countries.</li> <li>Practise annotated field sketching</li> </ul>	<ul style="list-style-type: none"> <li>Explain why urbanisation occurs.</li> <li>Interpret images to suggest the opportunities and challenges that urbanisation creates.</li> <li>Compare maps and photos to infer direction and orientation.</li> <li>Evaluate push and pull factors for rural/urban migration.</li> <li>Assess the strategies to make Eastbourne more sustainable.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	Numeracy - Interpret graphs T3 vocab: Constructive margin, exponentially, volcano, response, conservative margin, mountain, cyclone, effect, processes, population, urban, rural, tectonic hazard, weather hazard, tropical storm.	Urbanisation, pull factor, push factor, rural, urban, challenge, opportunity, squatter settlement, sustainability.
<b>Assessment (Summative and Formative)</b>	End of topic assessment Live marking Q&A – PP first	End of topic assessment Live marking Q&A – PP first
<b>Links to Prior Learning</b>	Year 7 Hazards topic Year 7 Rivers - flooding	Year 7 My places KS2 migration and population. Y8 Sustainable future.
<b>Next steps in learning</b>	GCSE topics: Hazards, Rivers (flooding), Development.	GCSE Urban issues and challenges in Lagos
<b>Common Barriers to learning in this unit</b>	Ensuring all stages of a process are considered.	Basic map skills that need reteaching from Y7



## Geography Year 9

Units	Unit 3 & 4 Unfair World	Unit 5 & 6 GCSE Living world
<b>Unit overview</b>	Students will explore how development is about improving people's lives. They will discover the reasons behind global inequality and ways development can be measured. They will evaluate strategies used to close the development gap.	Students will discover how the components of an ecosystem interact on a variety of scales. They will investigate the large scale ecosystems in rainforests and cold environments and the threats and opportunities of development in these areas.
<b>Lesson Sequence</b>	<ol style="list-style-type: none"> <li>1. <b>Unfair world</b> Students learn how development varies across the planet.</li> <li>2. <b>What is development?</b> Students learn how development can be assessed using economic and social measures.</li> <li>3. <b>Do indicators correlate?</b> Students learn how to plot and interpret scattergraphs comparing development indicators.</li> <li>4. <b>Why is there a development gap?</b> Students learn some of the factor that can lead to a development gap between richer and poorer countries.</li> <li>5. <b>Demographic Transition model</b> Students learn how factors affecting birth rate and death rate lead to changes in population.</li> <li>6. <b>Who wants to be a billionaire?</b> Students learn how the majority of wealth is held by a tiny minority of people and discuss whether this is good for global development.</li> <li>7. <b>Trading game</b> Students learn how trade links to development and the factors that can affect it.</li> <li>8. <b>Debt</b> Students learn how national debt has created a development gap and how debt cancelling has reduced it.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ecosystems</b> Students learn the different parts of an ecosystem and why they are important.</li> <li>2. <b>Change in ecosystems</b> Students learn how change in one part of an ecosystem can have indirect effects on another part, using examples.</li> <li>3. <b>Large scale ecosystems</b> Students learn the distribution and characteristics of the earth's large scale ecosystems.</li> <li>4. <b>Tropical rainforest 1</b> Students learn where and why the tropical rainforests are distributed.</li> <li>5. <b>TRF 2</b> Students learn the characteristics of tropical rainforests including plant and animal adaptations.</li> <li>6. <b>Deforestation</b> Students learn the factors that have affected the rate of deforestation in the Amazon.</li> <li>7. <b>Impacts of deforestation</b> Students learn the impacts that deforestation has at different scales.</li> <li>8. <b>Rainforest management</b> Students learn different strategies for managing rainforests sustainably.</li> <li>9. Revision</li> <li>10. Assessment</li> <li>11. <b>Cold environment characteristics</b> Students learn the distribution and other characteristics of tundra and polar environments.</li> </ol>

	<p>9. <b>Investment</b> Students learn how foreign investment can increase development.</p> <p>10. <b>Fairtrade</b> Students learn how fairtrade can close the development gap.</p> <p>11. <b>Nepal</b> Students apply their knowledge of development to Nepal.</p> <p>12. <b>Tourism</b> Students learn how tourism has helped develop Nepal.</p> <p>13. <b>Revision</b></p> <p>14. <b>Assessment</b></p> <p>15. <b>Dharavi documentary</b></p>	<p>12. <b>Cold environment adaptations</b> Students learn the plant and animal adaptations to living in cold environments.</p> <p>13. <b>Alaska</b> Students learn how Alaska is being developed.</p> <p><b>Managing cold environments</b> Students learn strategies that aim to balance economic development with conserving fragile cold environments.</p>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D1 Geographical and fieldwork skills  D2 Natural hazards and climate change  D5 Population and urbanisation  D6 Development and globalisation  D7 Sustainability and resources  D8 Place studies  C1 Place  C2 Space  C3 Human processes  C4 Physical processes  C5 Interdependence  C6 Sustainable development  C7 Culture and diversity</p>	<p>D1 Geographical and fieldwork skills  D3 Managing ecosystems  D6 Development and globalisation  D7 Sustainability and resources  D8 Place studies  C1 Place  C2 Space  C3 Human processes  C4 Physical processes  C5 Interdependence  C6 Sustainable development  C7 Culture and diversity</p>
<p><b>KS4 End Points</b></p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p>



	<p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• What development is.</li> <li>• How to measure development.</li> <li>• The causes of the development gap.</li> <li>• Strategies to close the development gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>• Tropical rainforest ecosystems have a range of distinctive characteristics.</li> <li>• Deforestation has economic and environmental impacts.</li> <li>• Tropical rainforests need to be managed to be sustainable.</li> <li>• Cold environments (polar and tundra) have a range of distinctive characteristics.</li> <li>• Development of cold environments creates opportunities and challenges.</li> </ul> <p>Cold environments are at risk from economic development which needs to be managed sustainably.</p>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Interpret images, maps and graphs to assess and compare development globally.</li> <li>• Manipulate data using mean, median, modal averages and range.</li> <li>• Create and extrapolate from scatter graphs</li> <li>• Work as a team in the trading game.</li> </ul>	<p>SEE: <a href="#">AQA   Geography   Subject content   Geographical skills</a></p>
<b>Developing T3 Literacy and Numeracy</b>	<p>Development</p> <p>Development indicator</p> <p>GNI</p>	<p>See page 5 onward: <a href="#">Subject specific vocabulary (aqa.org.uk)</a></p>

	<p>Literacy rate          Birth rate          Death rate          Infant mortality          Landlocked          Conflict          Debt cancelling          Infrastructure          Foreign investment          TNC          Tourism          Migration</p>	
<b>Assessment (Summative and Formative)</b>	<p>End of topic assessment          Live marking          Q&amp;A – PP first</p>	Summative assessment in Y9 Term 6.
<b>Links to Prior Learning</b>	Y7 migration, tourism	<p>Y8 Biomes and ecosystems          Y7 Amazing places ecotourism</p>
<b>Next steps in learning</b>	GCSE Changing economic world topic.	A level geography
<b>Common Barriers to learning in this unit</b>	Confusion over different indicators	<ul style="list-style-type: none"> <li>• Large number of keywords to remember.</li> </ul> <p>Concept of sustainable development.</p>