



Geography Year 9 Curriculum Overview

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

Learning Focus	Assessments
<p>Weeks 1–7 (HT1): Ecosystems</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) What is an ecosystem?2.) What are the components of an ecosystem?3.) What are inter-relationships in an ecosystem?4.) How does change affect an ecosystem?5.) What are global ecosystems?6.) What are the characteristics of some global ecosystems?7.) Why are different ecosystems distributed in the way that they are? <p><u>Key Assessment objectives / skills:</u></p> <p><u>Locational knowledge (AO1)</u></p> <ul style="list-style-type: none">• extend their locational knowledge and deepen their spatial awareness of the world's ecosystems and the countries they are in, using maps of the world <p><u>Place Knowledge (AO1)</u></p> <ul style="list-style-type: none">• understand geographical similarities, differences and links between places through the study of human and physical geography <p><u>Human and physical geography (AO2)</u></p> <ul style="list-style-type: none">• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:• physical geography relating to climate, solar input and global atmospheric circulation• human geography relating to the use of natural resources• understand how human and physical processes interact to influence, and change landscapes• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3) <p>✓ extracting information from diagrams (AO1) ✓ describing patterns (AO1) ✓ photo interpretation (AO4) ✓ interpreting maps (AO4)</p>	<p>Assessment One:</p> <p><i>Describe the features of a small-scale ecosystem in the UK. [4 marks]</i></p> <p><i>Explain how change can have an impact on a small scale UK ecosystem. [6 marks]</i></p> <p><i>Describe the global pattern of the tundra ecosystem. [4 marks]</i></p> <p>Final Assessment: Summative assessment</p>



Geography Year 9 Curriculum Overview

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

<p>Weeks 8-14 (HT2): Tropical Rainforests (TRF)</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) Where are TRF located?2.) What are the characteristics of TRF? (climate, soils, biodiversity)3.) Why are soils in the TRF infertile?4.) What is biodiversity?5.) How have plants adapted to the TRF?6.) How have animals adapted to the TRF?7. What are the causes of deforestation?8.) What are the impacts of deforestation?9.) How can we manage tropical rainforests?10.) Can we sustainably manage a TRF? <p><u>Key Assessment objectives / skills:</u></p> <p><u>Locational knowledge (AO1)</u></p> <ul style="list-style-type: none">• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <p><u>Place Knowledge (AO1)</u></p> <ul style="list-style-type: none">• understand geographical similarities, differences and links between places through the study of human and physical geography <p><u>Human and physical geography (AO2)</u></p> <ul style="list-style-type: none">• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:<ul style="list-style-type: none">• physical geography relating to climate, soils, vegetation• human geography relating to the use of natural resources• understand how human and physical processes interact to influence, and change landscapes• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3) <ul style="list-style-type: none">✓ drawing a labelled map (AO1)✓ describing patterns of distribution (AO1)✓ evaluation (AO3)✓ drawing a climate graph (AO4)✓ drawing an illustrated diagram (AO4)✓ interpreting graphs and charts (AO4)✓ drawing a pie chart from given data (Maths skills) (AO4)	<p>Assessment One:</p> <p>Suggest how human activity can have environmental impacts on the tropical rainforest. Use photo D and your own understanding. [6 marks]</p> <p>Using a case study, explain how deforestation has economic and environmental impacts. [6 marks]</p> <p>Design your own plant that has adapted to the TRF. Peer assess.</p> <p>Final Assessment: Summative assessment</p>



Geography Year 9 Curriculum Overview

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

Weeks 15-21 (HT3): Hot Deserts	Assessment One:
<p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1). What are the environmental characteristics of hot deserts?2.) What are the opportunities for development in hot deserts?3.) What are the challenges of development in hot deserts?4.) What are the causes of desertification in hot deserts?5.) How can hot deserts be managed sustainably to reduce desertification? <p><u>Key Assessment objectives / skills:</u></p> <p><u>Locational knowledge (AO1)</u></p> <ul style="list-style-type: none">• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <p><u>Place Knowledge (AO1)</u></p> <ul style="list-style-type: none">• understand geographical similarities, differences and links between places through the study of human and physical geography <p><u>Human and physical geography (AO2)</u></p> <ul style="list-style-type: none">• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:<ul style="list-style-type: none">• physical geography relating to climate, soils, vegetation• human geography relating to the use of natural resources• understand how human and physical processes interact to influence, and change landscapes• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3) <p>✓ describing patterns (AO1) ✓ extracting information from diagrams and maps (AO1) ✓ evaluating (AO3) ✓ annotating diagrams (AO4) ✓ interpreting and classifying information (AO4) ✓ photo interpretation (AO4)</p>	<p>Use the diagram to explain how plants have adapted to the hostile conditions in hot deserts (4 marks)</p> <p>Suggest two reasons why irrigation is important for the future human development of the Thar Desert.</p> <p>'Desertification is largely caused by poor land management'. Use evidence to discuss this statement. (6 marks)</p> <p>Final Assessment:</p> <p>Summative assessments</p>



Geography Year 9 Curriculum Overview

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

✓ interpreting maps (AO4)	
<p>Weeks 22-28 (HT4): Tectonics</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) What are Earth's plates, and why do they move?2.) What causes earthquakes? What kind of damage do they do?3.) Where do earthquakes and volcanoes occur?4.) How do people respond to earthquakes?5.) What causes tsunamis? What kind of damage do they do?6.) What are volcanoes? What kind of damage do eruptions do?7.) Why do people live near plate edges, even though these are danger zones?8.) How can we reduce the risk of living near a tectonic hazard? <p><u>Key Assessment objectives / skills:</u></p> <p><u>Locational knowledge (AO1)</u></p> <ul style="list-style-type: none">• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <p><u>Place Knowledge (AO1)</u></p> <ul style="list-style-type: none">• understand geographical similarities, differences and links between places through the study of human and physical geography <p><u>Human and physical geography (AO2)</u></p> <ul style="list-style-type: none">• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:<ul style="list-style-type: none">• physical geography relating to plate tectonics• human geography relating to the use of natural resources• understand how human and physical processes interact to influence, and change landscapes• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information	<p>Assessment One:</p> <p><i>Explain why the majority of volcanoes occur at plate margins.</i> [4 marks]</p> <p><i>Explain the physical processes that happen at constructive plate margins.</i> [4 marks]</p> <p><i>Using named examples, assess the extent to which contrasting levels of wealth affect the responses to a tectonic hazard.</i> [9 marks]</p> <p>Final Assessment:</p> <p>Summative assessment</p>



Geography Year 9 Curriculum Overview

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

<p>and issues to make judgements (AO3)</p> <ul style="list-style-type: none">✓ describing patterns (AO1)✓ extracting information from diagrams and maps (AO1)✓ evaluating (AO3)✓ interpreting maps (AO4)✓ annotating diagrams (AO4)✓ interpreting and classifying information (AO4)✓ photo interpretation (AO4)	
<p>Weeks 29-35 (HT5): Coastal Environments</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) What are waves and how do they form?2.) What is weathering and mass movement?3.) How does the coast erode?4.) How is sediment transported and deposited?5.) How do coastal landforms form, and what are their characteristics?6.) What types of hard engineering can protect the coast from physical processes?7.) What types of soft engineering can protect the coast from physical processes?8.) What is managed retreat and how can we use this to protect coastlines?9.) How do towns manage the coast in the UK? <p><u>Key Assessment objectives / skills:</u></p> <p><u>Locational knowledge (AO1)</u></p> <ul style="list-style-type: none">• extend their locational knowledge and deepen their spatial awareness of the world's coastal cities, and UK coastal areas using maps of the UK <p><u>Place Knowledge (AO1)</u></p> <ul style="list-style-type: none">• understand geographical similarities, differences and links between places through the study of human and physical geography <p><u>Human and physical geography (AO2)</u></p> <ul style="list-style-type: none">• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:• physical geography relating to waves, coastal processes, rock types and landforms.• human geography relating to the use of strategies for protection, effects and conflicts.• understand how human and physical processes interact to influence, and change landscapes.	<p>Assessment One:</p> <p><i>Compare the characteristics of constructive and destructive waves.</i> [4 marks]</p> <p><i>Explain how the process of deposition leads to the formation of distinctive coastal landforms.</i> [6 marks]</p> <p><i>Discuss the advantages and disadvantages of hard engineering at the coast.</i> [6 marks]</p> <p>Final Assessment: Summative assessment</p>



Geography Year 9 Curriculum Overview

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

<ul style="list-style-type: none">• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (A03) ✓ describing physical processes (A01)✓ evaluation (A03)✓ drawing a labelled diagram (A04)✓ drawing a labelled sketch from a photo (A04)✓ drawing an annotated diagram (A04)✓ map interpretation (A04)✓ photo interpretation (A04)✓ reading and interpreting OS maps (A04)✓ interpreting photos (A04)✓ using OS maps to interpret photos (A04)✓ using six-figure grid references (A04)✓ identifying coastal landforms on an OS map (A04)	
<p>Weeks 36-39 (HT6): Coastal environments and fieldwork</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1) What factors need to be considered when selecting a suitable enquiry question?2) What is primary and secondary evidence?3) What risks are involved in human and physical fieldwork and how can we manage them?4) How can we identify and select appropriate data?5) How do we measure and record data using different sampling methods?6) How do we describe and justify data collection methods?7) What visual, graphical and cartographic methods of presentation are available, and which are appropriate?8) How can we describe, analyse and explain the results of fieldwork data?9) How can we link data sets?10) What statistical methods are appropriate?11) How can we identify anomalies and understand them?12) How can we draw evidenced conclusions in relation to the original aims of the enquiry?13) How can we identify problems with data collection methods?14) How can we identify the limitations of the data collected?15) What other data might be useful?16) What extent were these conclusions reliable? <p><u>Key Assessment objectives / skills:</u></p> <p>A03 and A04</p>	<p>Assessment One:</p> <p>This is to be confirmed as we have changed our fieldwork, as we have changed units from Glacial to Coastal.</p> <p>Final Assessment:</p> <p>Summative GCSE assessment</p>



Geography Year 9 Curriculum Overview

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources