



**Curriculum Map: Year 9 Subject Geography**

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
End of the world	This unit helps to inspire pupils' a curiosity and fascination about the world, focuses on possible catastrophic changes to the planet, including climate change and extreme weather events.	<ul style="list-style-type: none"> <li>• The unit covers how people cope and plan for geographical events such as extreme cold, meteorite strike, climate chaos and wildlife/habitat loss, plague/pandemics, super volcanic eruptions. Students are involved with thinking like world leaders to cope with disasters and disaster relief provision.</li> <li>• Opportunities for teamwork, decision-making and creating pieces of drama towards the end of this unit.</li> <li>• The main aim here is to develop contextual knowledge of the location of globally significant places – both terrestrial (Haiti, volcanoes) and marine (Hurricane Katrina &amp; Japanese tsunami) – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes that could lead to the planet's destruction.</li> </ul>	Assessment lies within the success of DME and campaigns, allowing students to take independent and team based ownership of their learning.
Conflict	<ul style="list-style-type: none"> <li>• Conflict geography studies the distribution of conflicting interests over space.</li> <li>• Conflicts may arise due to disputes over the use of land or resources, over political authority and over territorial rights amongst many other reasons.</li> <li>• This unit looks at the human, physical and environmental geographies of conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Map work</li> <li>• Card sort</li> <li>• Model making</li> <li>• Speeches</li> <li>• Links to tectonics year 8 – the processes that create diamonds</li> </ul>	An end of unit test checks overall learning. We build on skills in the prior unit by testing decision making and debating skills.

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		<ul style="list-style-type: none"> <li>• Plotting the journey of a diamond from source to sale</li> <li>• Literacy through poetry and rap</li> <li>• Literacy through stories</li> <li>• Create a documentary based on the song showing the story of Corneille's life</li> <li>• IT, GIS.</li> <li>• Links back to if war can ever be justified. Complete the WebQuest.</li> <li>• Using satellite images</li> <li>• Comprehension</li> <li>• Literacy – write a diary entry</li> </ul>	
Coasts	<ul style="list-style-type: none"> <li>• To teach students about the power of the sea and the way in which the land could be managed.</li> <li>• This unit covers basic geology, erosional and depositional processes and finishes with a small number of case study locations including Holderness &amp; Formby.</li> <li>• We also focus on more practical aspects of coasts such as surviving rip tides and reclaiming land</li> </ul>	<ul style="list-style-type: none"> <li>• This unit aims to improve understanding and skills connected with coastlines, providing the frameworks and approaches to explain coastal features. We consider how coasts are shaped, interconnected and change over time.</li> <li>• Key coastal processes will be taught, and students will consider two case studies within the UK.</li> </ul>	A project style of homework allows students to pick areas metacognitively that they feel are strengths and work on these to be assessed towards the end of the unit.
Development and disease	<ul style="list-style-type: none"> <li>• Provide the opportunity for students to understand more about the world, the challenges it faces through development and their place within this context. This shows students the interrelationship between two key geographical phenomena, on different scales and in different contexts developing their ability to think like a geographer.</li> <li>• Students should understand consequently how different countries develop and how disease might impact/have impacted this.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn case studies that evidence this. To develop critical literacy and metacognition.</li> </ul>	There is a focus on literacy skills within this unit, along with revisiting mapping.

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	<ul style="list-style-type: none"><li>To further the concept of cause, effect and response from a more human and environmental view.</li></ul>		
History of the Planet	This synoptic unit focuses on element of geography previously studied e.g. climate change, ecosystems and geology. This is then connected together to show how the planet changed and developed overtime.	Skills from previous units such as literacy, map reading, comprehension, IT skills and decision making are all revisited for this final unit.	A final summer assesses learning from the whole course.