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| Geography Year 9 | Curriculum intent: Students will study a number of Physical and Human aspects of Geography. There are opportunities to revisit key concepts through retrieval practice which has been built into the curriculum and consolidation exercises in order to maximise retention of key knowledge. Whenever possible knowledge and skills are acquired through the use of fieldwork activities with an emphasis on an investigative and enquiry approach. Skills include interpreting data, including GIS, and communicating geographical information. Key skills will be developed with repeated practice. Students will develop understanding of the key concepts covered below and will be given the opportunity to demonstrate this in a range of different contexts. | | | | | | | | | | | | | | |
| Units | G1 Earth's Resources (8) | | | G2 Restless Planet (12) | | | G3 Globalisation (10) | | | G4 Ecosystems (10) | | | G5 Middle East (10) | | |
| Interleaving | Key knowledge and skills from previously studied topics | | | Key knowledge from previously studied topics | | | Key knowledge from previously studied topics | | | Key knowledge from previously studied topics | | | Key knowledge from previously studied topics | | |
| Knowledge | Needs | Pressures | Solutions | Processes | Effects | Case Studies | Employment | UK | The World | Characteristics | Biomes | Challenges | Physical | Human | World role |
| Understanding | Understanding the natural resources and how humans need, use and exploit them. To understand the changing energy mix of the UK and the world focussing on the development of renewables. To appreciate the impact of human population increase and threats to biodiversity. | | | Understanding how tectonic processes cause earthquakes and volcanoes; how do these interact to create distinctive physical landscapes and how these change over time? How do humans respond and manage earthquakes and volcanoes? | | | Understanding employment structure and how this changes with development. How has globalisation changed the economies of the world and who are the beneficiaries and the losers? | | | To understand the links between climate and vegetation and the development of the world's biomes. To appreciate the biodiversity and threats to the unique ecosystems of Tropical Rainforests and the Arctic tundra. | | | Understanding locational knowledge and deepen spatial awareness of the Middle East focusing on the environmental regions, key physical and human characteristics and major cities. | | |
| Skills | Knowledge | Understanding | Enquiry | Knowledge | Understanding | Enquiry | Knowledge | Understanding | Enquiry | Knowledge | Understanding | Enquiry | Knowledge | Understanding | Enquiry |
| Assessment | End of topic quiz - SMHW | | | Key knowledge assessment | | | Key knowledge assessment | | | End of topic quiz - SMHW | | | Skills and key knowledge assessment | | |