

Inspire, Challenge, Enrich

SUBJECT/YEAR - Curriculum maps

Department mission The Geography department aims to develop inquisitive students who appreciate the wonderful diverse nature of the planet. We want them to make sense of the world at a local and national level but appreciate places in the wider world. To become empathetic global citizens who understand their responsibility towards the rest of humanity and the planet. They can critically evaluate how people can affect the world and how the world can affect humans

Year 9	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	The physical and human geography of Africa. Africa is not a single story Challenges and opportunities.	How Ice Changes the World.	How important the region is to the world?	The potential causes and consequences of climate-change.	Weather Hazards	Living World Local Pond Ecosystem Hot Deserts
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	Interrogate the location, historical and social context, challenges and opportunities present within Africa underpinned with a use of maps, graphs, data, proportionate circles and climate-graphs and GIS. How developed are different countries in Africa, challenges and opportunities of urbanisation. Desertification.	- How ice changes the world. - How erosion and transportation create glacial landforms. - Identifying glacial landforms on OS maps How the distribution of ice around the world changes through time	- Where the Middle East region is located. - What countries make up the region. - The physical landscape of the Middle East. - The human geography of the region. - Examples of conflict and controversy in the Middle East.	- investigate controversial issues - consider a range of evidence of climate change - consider and critically reflect on different viewpoints, detecting bias - use a wide range of geographical data in this unit and those throughout the book marked with 'CC' symbol to identify and classify the causes and consequences of climate change - use GIS with OS maps to identify flood risk in the UK	The global atmospheric circulatory system. Where and how are tropical storms formed? The effects and responses to a tropical storm. Underpinned by the use of maps, graphs, data, satellite photos.	The trophic levels of a local ecosystem – Mill Lakes The characteristics of a hot desert environment. Opportunities and Challenges
Key Vocabulary (School Improvement Priority)	Berlin conference; colonialism; desertification; imperialist; migrate; urbanisation; push and pull factors, Shanty towns, biomes, savanna.	abrasion; arête; corrie; crevasses; drumlins; erratics; fjords; glacier; glacial till; glaciologist; hanging valley; ice age; ice cores; ice sheet; lateral moraine; medial moraine; meltwater; misfit river; moraine; outwash plain, plucking; pyramidal peak; repeat photography; ribbon lake; snout; striations; tarn; terminal moraine; truncated spur; U-shaped valley; zone of ablation; zone of accumulation	desalination; diversifying; forced migration region; refugees; Mediterranean climate.	climate change; greenhouse effect; greenhouse gases, meteorologist, weather and climate, extreme weather, precipitation	High Pressure, low pressure, Hadley cell, condensation, evaporation, distribution, intensity, Saffir Simpson, effects and responses, monitoring, Preparedness	Producer, consumer, decomposer, eutrophication, algal bloom, nitrates, biomes, vegetation, sahel, anticyclone, arid, jerboa, saguaro, minerals, Thar, gypsum, extensive, irrigation, intermittent, accessibility, desertification
Extended Writing / Disciplinary Reading (School Improvement Priority)	Is there a future for the Sahel? (Is desertification caused by humans or nature?) Mercedes Taxis Article	What landforms are created by glacial erosion (Corrie, arete and pyramidal peaks)? The Lake District Article	Discuss the challenges of solving water shortages in the Middle East Middle East faces water shortages for 25 years	Discuss the impacts of climate-change on the UK Directed reading – is the UK weather becoming more extreme?	Use a named example of a tropical storm to show its effects and responses. Reading:-Cyclone Shelters in Bangladesh	How is a plant adapted to the hot desert environment. Directed Reading – The adaptations of the cactus
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Extended writing -Is desertification caused by humans or mature?) End of Unit Assessment	Custard sheet What landforms are created by glacial erosion (Corrie, arete and pyramidal peaks)? – Focus on chronology and processes. Formative – End of unit terminology quiz.	Discuss the challenges of solving water shortages in the Middle East Year 9 Mocks – 5 Feb (Africa and Glaciers)	Discuss the impacts of climate-change on the UK Knowledge and terminology Recall Quiz	Use a named example of a tropical storm to show its effects and responses. End of unit assessment to include GCSE style 9 marker and multichoice knowledge recall	Explain how plants are adapted to hot environments – Extended writing Knowledge and Terminology Recall Quiz