

Geography Curriculum: Year 9

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	Conflict in the Middle East	Climate Change	Cold Environments	Weather Hazards	The Challenge of Natural Resources	
	Why this and why now?	This unit aims to introduce students into complex concepts and up-to-date issues that may impact their future. Due to recent events in the Middle East, this unit is deemed relevant and encourages students to watch/listen to/read the news. This unit looks at a variety of types of conflict to expose students to different issues around the world, with a focus on the Middle East. Students have developed their skills to use specific examples to develop and support their points. This unit continues to develop this as well as extending their ability to form opinions and detailed conclusions	This unit aims to continue developing students understanding and knowledge of complex concepts. This unit merges both physical and human geography and investigates the link between them. As climate change is widely discussed in politics and everyday life, it is essential students are taught the causes, impacts and solutions as it affects their lives now and in the future. As this topic is complex, it has been reserved for Y9 when students have gained experience in the subject and are more confident with their knowledge. This unit continues to develop the student's skills to collate evidence to reach detailed and well-structured conclusions	This unit is best taught after climate change as students will have an understanding of some of the impacts and can then make links to the impacts in cold environments. Students have previously learnt about physical processes and how this can lead to the formation of different landscapes. This unit continues to build on this knowledge with a focus on the complex topic of glacial landscapes. Students will have previously learnt about the distribution of biomes, why they are found there and what adaptations it can lead to. This unit continues to build on that knowledge	Students should have an extensive knowledge and understanding of natural processes, natural hazards and their impacts. They will also have an understanding about the importance of strategic planning to reduce impacts. This unit aims to continue to develop students' depth of knowledge on natural hazards. This unit is relevant to students as weather hazards are increasing and becoming more severe, this is linked to climate change which they have previously learnt	Students have previously learnt both human and physical geography in depth. This unit focuses on how humans rely on natural resources and the impact of exploiting these resources. It acknowledges how outcomes change over time and how they differ on different scales. Students have previously studied aspects of development and this unit will link resources to different levels of development. The aims of this unit are to 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	
	What is the essential knowledge that needs to be remembered?	To be able to describe at least two different conflicts and explain how these conflicts can create further issues. To understand the diversity in the Middle East. To	To explain the causes of climate change. To identify what evidence there is for climate change. To categorise the impacts of climate change and refer to their	To describe the location and characteristics of a cold environment. To explain why biodiversity is low in cold environments. To describe the formation of different landforms. To	To be able to describe the distribution and explain the formation of tropical storms. Some students should be able to make links between their formation, location	To be able to explain why food, water and energy are important for development. To identify how resources vary across the UK. To describe the opportunities and challenges created due to the changing demand and provision of resources	

		make links between concepts in the Middle East and our lives (e.g. importance of oil)	scale/severity. To describe ways to reduce the impacts of climate change and identify successful solutions	explain the opportunities and challenges in cold environments. To identify ways that cold environments can be protected and managed sustainably	and different climatic zones. To be able to categorise effects and responses of a named example of a tropical storm. To explain how management can reduce the impacts. To identify the causes, effects and responses of a named extreme weather event in the UK	
What is the assessment intent and how will you assess?		There are opportunities for assessment during class discussions and extended writing pieces (why the Middle East has so many billionaires and the exploitation of migrant workers). The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit	There are opportunities for assessment during class discussions and extended writing pieces. The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit	The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit	The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit	This unit will contain two assessments; a mid-unit and an end of unit assessment. The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit
What does the end point look like?		Students will have diversified their locational knowledge and understanding of different conflicts. Students will be able to explain how conflict can impact people's lives for multiple reasons. Students will be able to form opinions that are supported with evidence and examples and reach detailed conclusions	Students will understand how climate change has an impact on their lives and what they can do to reduce its impacts. Students will be able to explain in detail how certain factors are contributing to climate change. Students should be more confident in using evidence to develop and support their points and reach detailed conclusions	Students will have made further links between different topics within the subject and apply knowledge to show their understanding. Students should be able to explain in detail why cold environments have certain specific characteristics. Students should have a deeper understanding of physical processes and how they can influence landscapes and environments	Students will be able to explain why and how tropical storms form. Students will understand the processes involved. Students will have a further understanding of the impacts of natural hazards and make links to specific named examples. Students should have a deeper understanding of how climate change can influence natural hazards	Students will be able to explain how access to resources can influence the development of a country. Students will understand the strategies to meet the changing demands for food, water and energy and be able to articulate the opportunities and challenges of these strategies

	<p>How does it cover the NC?</p>	<p>Locational Knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the Middle East, focusing on key physical and human characteristics, countries and major cities Place Knowledge: understand geographical similarities, differences and links between places through the study of human geography of a region within Asia Human Geography: international development, economic activity</p>	<p>Physical Geography: weather and climate, the change in climate from the Ice Age to the present, glaciation, hydrology and coasts Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes, environments and the climate</p>	<p>Physical Geography: geological timescales and plate tectonics, rocks, weathering and soils, weather and climate, glaciation Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes, environments and the climate</p>	<p>Locational Knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world Physical Geography: weather and climate, including the change in climate from the Ice Age to the present; coasts Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Geographical Skills: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field, interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs, use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p>	<p>Human Geography: international development, economic activity, the use of natural resources Human and Physical Geography: d how human activity relies on effective functioning of natural systems</p>
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