

### Geography Curriculum

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
subject	<b>Topic</b>	Conflict in the Middle East	Climate Change	Cold Environments	Weather Hazards	Sustainable Development Goals	Geography of Health
	<b>Why this and why now?</b>	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 an extensive knowledge of economic and social opportunities and challenges. Students have looked at strategies implemented to improve Standard of Living (SoL) and Quality of Life (QoL). This unit looks at a selection of the UN's Sustainable Development Goals. Students will analyse the need for this goal and what is currently in place to achieve this goal. This unit uses previous understanding of levels of development, wealth and poverty	Students have investigated strategies in place to improve quality of life. This unit focuses on health issues, strategies and improvements across the world. Students will use their knowledge and understanding of physical influences, wealth and development, changes over time and quality of life to investigate how health has changed over time and reasons for these changes
	<b>What is the essential knowledge that needs to be remembered?</b>	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 the need for the UN's SDGs. To be able to identify strategies in place to achieve these goals. To describe and explain the need for these strategies.	To be able to describe factors that influence health. To identify health issues and their causes. To describe and explain strategies in place to improve health. To

		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	To evaluate the effectiveness and success of these strategies	identify barriers to improving health. To identify benefits of improving health
	<b>What is the assessment intent and how will you assess?</b>	<p>Checkpoint assessment will assess students ability to explain how conflict can impact a countries development. Students will use the example of Afghanistan. Students will explain how the role of women plays a role in development and how Afghanistan is not developing due to the Taliban control on women. Students will use statistics and development indicators to support their explanation.</p> <p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. what country is the largest)</li> </ul>	<p>Checkpoint assessment will assess students ability to evaluate the positive and negative impacts of climate change. Students will use their learning of specific examples of positive and negative impacts to discuss and evaluate their significance.</p> <p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. what country is the largest)</li> <li>Key terminology from unit (e.g. climate change, emissions, sustainability)</li> </ul> <p>This assessment will also assess students ability to:</p>	<p>Checkpoint assessment will assess students ability to evaluate the opportunities and challenges for development in a cold environment. Students will identify both opportunities and challenges and explain their importance before evaluating if opportunities outweigh the challenges</p> <p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. what country is the largest)</li> <li>Key terminology from unit (e.g. glacier, interglacial, permafrost)</li> </ul>	<p>Checkpoint assessment will assess students learning about the formation and structure of tropical storms. Students will label a diagram to identify key features of its structure and identify the conditions required for its formation. Students will also identify examples of the effects of a tropical storm and explain who it would impact</p> <p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. what country is the largest)</li> <li>Key terminology from unit (e.g. extreme weather,</li> </ul>	<p>Students will complete a decision making exercise that links learning from both units. Students will decide what improvements need to be made in order to reduce health issues in a named LIC/NEE.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify current health issues across the world and the impacts they have for SoL and QoL</li> <li>Describe strategies that are being used across the world to tackle health issues (E.g. improve water supplies, provide reliable food supplies etc)</li> <li>Analyse the effectiveness of these strategies</li> <li>Evaluate and decide what strategy/strategies would achieve the goal of reducing health issues</li> </ul>	

		<ul style="list-style-type: none"> <li>Key terminology from unit (e.g. conflict, terrorism, exploitation)</li> </ul> <p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> <li>Name countries and cities in the Middle East</li> <li>Explain how and why the Syrian Civil War started</li> <li>Suggest why refugees escape to Europe</li> <li>Explain the importance of oil</li> <li>Explain the advantages and disadvantages of hosting large sporting events</li> </ul>	<ul style="list-style-type: none"> <li>Describe human and natural causes of climate change</li> <li>Explain the greenhouse effect</li> <li>Explain how we can respond to the impacts of climate change</li> <li>Identify positive and negative impacts of climate change</li> </ul>	<p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> <li>Describe processes of weathering</li> <li>Explain the formation of glacial landforms</li> <li>Describe ways of protecting cold environments</li> <li>Explain why cold environments are at risk of environmental damage</li> </ul>	<p>low air pressure, eye of the storm)</p> <p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> <li>Describe and explain the distribution of tropical storms</li> <li>Identify effects of extreme weather events</li> <li>Suggest ways we can respond to extreme weather events</li> </ul>	
<b>What does the end point look like?</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and locate some countries of the Middle East</li> <li>Explain how conflict can lead to a refugee crisis and how this impacts other parts of the world</li> <li>Explain how oil plays a key role in the development of key places in the Middle East</li> <li>Identify the opportunities and challenges of</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe what climate change is and explain natural and human causes</li> <li>Suggest the evidence of climate change</li> <li>Categorise and evaluate the positives and negatives of climate change</li> <li>Describe strategies to reduce the impacts of climate change and explain how this can be</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the characteristics of cold environments, including climate and landscape features</li> <li>Explain how glaciers form and how they impact the landscape</li> <li>Use key terminology accurately and effectively</li> <li>Describe the different processes of weathering, erosion,</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe where tropical storms form and suggest reasons for this formation</li> <li>Identify key features of a tropical storm</li> <li>Categorise the effects and responses of a named example of a tropical storm</li> <li>Suggest weather events that occur in the UK and give reasons for these different types of weather systems</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe development issues in the world</li> <li>Explain why the SDGs were created by the UN</li> <li>Describe and explain a range of strategies linked to the SDGs</li> <li>Explain how these strategies help to reduce problems</li> <li>Suggest any issues with these strategies</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify significant health issues across the world</li> <li>Describe the impacts of poor health</li> <li>Describe and explain strategies to improve health</li> <li>Analyse the effectiveness of health improvements</li> </ul>

		developing tourism in the Middle East <ul style="list-style-type: none"> <li>Describe ways natural resources can be used against others in conflict</li> <li>Explain how the role of women can impact development</li> <li>Explain the issues for migrant workers in the Middle East</li> </ul>	achieved in a sustainable way	transportation and deposition <ul style="list-style-type: none"> <li>Explain the formation of key glacial landforms</li> <li>Categorise and evaluate the opportunities and challenges in cold environments</li> <li>Explain why people want to visit cold environments and use specific examples from Iceland</li> <li>Suggest ways of managing and protecting cold environments</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain an example of extreme weather in the UK and suggest effects on people, the economy and the environment</li> </ul>		
	How does it cover the NC?	<b>Locational Knowledge:</b> 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 <b>Place Knowledge:</b> understand geographical similarities, differences and links between places through the study of human geography of a region within Asia <b>Human Geography:</b> international development, economic activity	<b>Physical Geography:</b> weather and climate, the change in climate from the Ice Age to the present, glaciation, hydrology and coasts <b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change landscapes, environments and the climate	<b>Physical Geography:</b> geological timescales and plate tectonics, rocks, weathering and soils, weather and climate, glaciation <b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change landscapes, environments and the climate	<b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <b>Physical Geography:</b> weather and climate, including the change in climate from the Ice Age to the present; coasts <b>Human and Physical Geography:</b> 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	<b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <b>Place Knowledge:</b> understand geographical similarities, differences and links between places through the study of human geography of a region within Asia and Africa <b>Human Geography:</b> international development, economic activity <b>Human and Physical Geography:</b> how human activity relies on effective functioning of natural systems	<b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <b>Place Knowledge:</b> understand geographical similarities, differences and links between places through the study of human geography of a region within Asia and Africa <b>Human Geography:</b> international development, economic activity <b>Human and Physical Geography:</b> how human activity relies on effective functioning of natural systems

					<b>Geographical Skills:</b> 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	<b>Geographical Skills:</b> 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	<b>Geographical Skills:</b> 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
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