Geography Year 9 Curriculum Overview

THE HART school Intent: By the end of the year... Students will demonstrate continued and further development of skills and knowledge from year 8. By the end of year 9 students will be able to explore the geography of The Middle East. To consider the issues surrounding globalisation and sustainability. To have an understanding of our violent planet, including the role of earthquakes, volcanoes and tropical storms.

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|--|--|--|--|---|
| | Assessment 1 | | | Assessment 2 | | |
| Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly. | Spotlight on the Middle East Students will explore conflict within the Middle East and the impacts this has. Investigate opportunities and challenges of tourism in the Middle East. | Globalisation Students will explore the role of globalisation in today's world and the part played by TNCs. Consider the role of development. | Sustainability Students will investigate different methods used to create a sustainable future at a local, national and global level. | Our Violent Planet: Volcanoes Students will be able to recognise features of volcanoes and make comparisons between them. Understand the effects and responses to volcanic hazards and understand why people still live there. | Our Violent Planet: Earthquakes Students will be able to understand the structure of the Earth and the role this plays in earthquakes. Understand the effects and responses of earthquake events in different locations at varying levels of development. | Our Violent Planet: Tropical Storms Students will understand the conditions required for tropical storms and their distribution. Understand the effects and responses to tropical storms. |
| Additional support links: | <u>Link</u> | Link | Link | Link | Link | <u>Link</u> |
| Knowledge: Included here is the specific knowledge your child will learn in detail | The reasons for and impacts of a named conflict Opportunities and challenges for tourism – a named example Location knowledge and physical characteristics of The Middle East Examples of conflict – Syrian conflict, border conflict, Yemen, resource conflict. Tourism examples – F1, sports, Dubai Resources in The Middle East | TNC - impacts, reasons for location. Positive and negative impacts for range of countries. TNC case study e.g Nike. Detailed information about causes and impacts. Scope for work looking into potential impacts and how these will be managed going forward. Infrastructure Technology Sweatshops Journey of clothes - mapping activity Trading trainers - interactive sweatshop activity | Sustainability model 2 examples from Local/National/Global - sustainability techniques e.g. Bedzed, Olympics, sustainable cities e.g. Dubai, plastic, cloud forest for ecotourism, recycling in China, fracking, Eden Project. Forward thinking – sustainability goals | What is a hazard? What factors affect hazards? Theory of plate tectonics - Structure of the earth, convection currents/Continental drift Plate boundaries Structure of volcanoes and the different types. Distribution of volcanoes. Impacts of volcanic hazard and responses. Why do people live in hazardous environments? Case studies of two tectonic hazards events at different levels of development. (Centre decision if earthquakes or volcanic eruptions) | Distribution of Earthquakes Impacts of earthquakes at different levels of development Responses to earthquake hazards Case studies of two tectonic hazards events at different levels of development. (Centre decision if earthquakes or volcanic eruptions) Management of tectonic hazards Case studies: Chile and Nepal - earthquakes | Global Atmospheric Circulation Global distribution of tropical storms and factors affecting development. Case study of a tropical storm – primary and secondary impacts, prediction and management. Case study is Typhoon Haiyan |
| Skills: Included here is the specific skills your child will learn in detail | Assess written work - Command word for GCSE, giving an informed judgement Use of a figure – source-based skill, geographical understanding and interpretation of the figure linked to key content. | Photo analysis - source based skill, geographical understanding of the source linked to key content Newspaper clip comprehension - literacy, ability to read and understand a written source and apply geographical knowledge to this | Evaluation written work - command word for GCSE, giving two sides to an issue, links to geographical understanding – positive, negative, student opinion Problem solving - GCSE preparation for Paper 3. Interpreting range of sources linking back to content of the unit. Literacy skills to communicate their decision | Write descriptively Use and interpret Atlas maps Develop distribution skills Develop evaluative and analytical skills Interpret visual resources Complete cross-sectional diagrams Comparison of two contrasting case studies Make future predictions based on evidence | Write descriptively Use and interpret Atlas maps Develop distribution skills Develop evaluative and analytical skills Interpret visual resources Complete cross-sectional diagrams Comparison of two contrasting case studies | Sequencing of processes Interpret and analyse distribution graphs and maps Analyse aerial and satellite images Link cause, effect and response Evaluate different strategies |
| Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers. | For all key words and definitions refer to knowledge organisers below. | For all key words and definitions refer to knowledge organisers below. | For all key words and definitions refer to knowledge organisers below. | For all key words and definitions refer to knowledge organisers below. | For all key words and definitions refer to knowledge organisers below. | For all key words and definitions refer to knowledge organisers below. |



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