




Year 9 Geography Curriculum Rationale

The Geography KS3 curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore the world around them and the processes which shape and direct it. The curriculum is designed to cover both Human and Physical aspects of Geography and directly ties into or feeds from the national curriculum. The intention is to inspire student's curiosity about how and why the world works in the way it does and to act as a solid grounding for the teaching of Geography at GCSE and A level. This means that students will have some precise background knowledge of certain topics by the end of Year 9, that they will have practised and applied Geography skills that the national curriculum deems as essential and students will have had the opportunity to improve their ability to break down questions and attempt exam questions which prepare them for future academic studies.

Unit:	Core knowledge/skill development	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
HAZARDS (Flooding & Volcanic) (Physical focus)	Students are introduced to the basics of basin hydrology and the process of flooding. The unit covers the causes, consequences and management of flood events and examines examples of contemporary floods in Bangladesh (2007 & 2017) and flooding in the UK. The students will have the chance to complete decision making activities and to examine the different response to flooding across ACs and LIDCS. The second	This unit builds on some of what has been taught in Year 7 (Weather and Climate change unit). Students recap the hydrological model and how water moves within a water basin (links with KS3 Science). The students also build on their place knowledge from Year 7 & 8 deliberately looking at a different kind of weather event with the Asian Monsoon and the cyclones which leads to seasonal flooding.	Informal tests at the start of lessons - FORMS, whiteboards and back of books etc. at the start of most lessons. Assessment 1 - mid unit quiz. Short answer questions and skills based. Assessment 2 - FORMS quiz and	Link to national curriculum: <ul style="list-style-type: none"> Place knowledge – unit covers Bangladesh and the floods of 2007 & 2017 (Asia) Physical geography – hydrology, rocks & climate of the monsoon are covered in flooding unit. Meanwhile plate tectonics are 	Discussion, videos, reading and the involvement of all the HPL traits. But in particular:  Linking between key concepts, skills and places will be a regular feature in Geography. Students should be able to apply skills covered in the Mapskills unit to Coasts, Climate change and the Globalisation lessons. There will be recall of places such as parts of the UK, continents, oceans and seas which come up again and again.	In the news: Encourage students to download the BBC news app and to regularly keep up to date with news about people, places and the environment. Discuss any topics that come up. Watch: Watch BBC series such as Blue Planet, Frozen planet II or Volcano Live or 'Race across the World' Watch films such as "Queen of Katwe", "Encanto", "Boy who harnessed the Wind" or "The impossible" and

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	<p>half of the unit contrasts flood hazards against tectonic processes and focuses on tectonic boundaries and the landforms and hazards they generate. Students will focus on volcanic hazards and management in particular as well as introduce the concept of supervolcanoes and tsunamis.</p>	<p>Student knowledge also builds upon some of the basics covered in Year 8 Geomorphic processes when we look at the structure of the earth, the role of plate tectonics and how this leads to different kinds of plate margins and therefore different kinds of tectonic landscapes. Students will study both hazards using a mix of photos, graphs, maps, tables and satellite images recalling on skill knowledge taught from Year 7 and throughout KS3.</p>	<p>longer answer question.</p>	<p>taught in the formation of earthquake and volcanic hazards.</p> <ul style="list-style-type: none"> Physical & Human interactions – unit covers the role humans can have in managing and changing catchment hydrology. DME attempted with use of GIS & other information to examine the flood management of UK flooding. 	<p>Students should also spot how processed often tie together e.g. the links between the Weather & Climate unit and the Coastal processes OR how the globalisation and economy units also relate to the consequences discussed in the Climate change topic.</p>  <p>Meta Thinking – how and why the world works in the way it does. Students will often be presented with some big picture questions to get them to develop their own curiosity to know the answers. Questions like where does all the</p>	<p>discuss the places presented. Each week the Geography Team highlight the programmes you can watch on the BBC, Channel 4 and ITV that connect with Geography – check out our ‘GoogleBox posters’</p> <p>Online: To try some Kahoot quizzes or Gimkit quizzes to improve their knowledge about places of the world.</p> <p>Listen: Listen to Podcasts such as “How to invent a country” to give some background to the culture, history and formation of countries.</p>

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<p>Superpower Geographies</p> <p>(Human focus)</p>	<p>Students are taught about the ideas of Geopolitical power and the factors which control and shape relationships between nations. The unit examines the concept of a superpower and the qualities that give countries influence. Students focus on the USA and examine it's industrial decline, the role of natural resources in the rise of Russia and the economic power of trade in the rise of China. The unit covers a wide range of contemporary examples such as China's island building in the South China sea and the expansion of Russia into the Arctic to give students a flavour of the current points of</p>	<p>This topic relates to the Year 8 Development unit as there is some recall of the patterns of wealth and trade as one of the factors that can give countries influence and also should draw on some of the work in the Year 7 SOW looking at the global economy to explain why some countries remain influential whilst others are yet to achieve this same soft or hard power.</p> <p>Unit it taught at the same time that Year 9 History is delivering the Cold war so students should experience cross over in their understanding of which countries</p>	<p>Assessment 3 – mid unit multiple choice FORMS quiz assessment to check knowledge and understanding.</p> <p>Assessment 4 – FORMS quiz with longer written answer.</p>	<p>Link to national curriculum:</p> <ul style="list-style-type: none"> Place knowledge – unit covers China (Asia) & China's influence in Angola (Africa) and covers the idea of links between places. Human Geography – Population is recapped in the USA & China lessons, the use and power of natural resources in Russia and the change & importance of the 	<p>sand on a beach come from, who made my clothes and why was it cheaper to make them thousands of miles away? What makes weather and why is Britain so wet are big open questions we will want our students to ask and then investigate as part of this year.</p> <p> Analysing – Students will need to analyse evidence from a wide range of sources in Geography. These can include interrogating graphical, numerical, cartographic information as well as photos, cartoons, tables and text with information and data about the world around. Students will need to think critically about the evidence they</p>	<p>Other useful podcasts like "Mapping the Future", "Will AI kill development" and "What planet are we on?" are all available on BBC Sounds.</p> <p>Read: Join a magazine subscription such as <i>Wideworld</i> or even <i>National Geographic</i> to learn about and appreciate the wider world.</p> <p>We have a great range of books that can extend and excite our students. For a full list speak with your teacher but some of the following titles are also available in the English reading room and tie in with some of topics in KS3 including:</p>

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	tension around parts of the world.	have political, economic and military influence over others.		employment sectors is covered throughout the unit.	are given and work with precision in selecting the most useful information to address their chosen topic. The HPL skills of critical analysis and precision come up repeatedly in Geography.	
Urbanisation (Human focus)	Students in Year 9 finish their year by studying changes taking place in cities around the world. The unit covers the rise of global and mega cities, the causes of urbanisation and the examples of rapid urbanisation currently seen in LIDCs around the world. Students will learn about the problems of Lagos, Nigeria from it's rapid urbanisation and the attempts to solve some of these problems. Students will have the chance to compare different types of urban	This unit will call upon student understanding from the Year 7 fieldwork unit as students will attempt to investigate the attempted regeneration of Northampton as part of the investigation into urban trends. There is recall of subject knowledge with the Year 8 population unit as students re-examine the factors that lead to migration and the movement of people which, is one of the main factors for the rapid	Assessment 5 – END of YEAR exam (mixture of short and longer answer questions out of 50 and covering the full breadth of the content covered this year. Assessment 6 – Short answer FORMS quiz	Link to national curriculum: <ul style="list-style-type: none"> • Place knowledge – unit covers Lagos, Nigera (Africa) and contrasts to UK so discusses the similarities and differences between places and life in cities. • Location knowledge – students complete mapping tasks within 		

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	<p>solutions before moving on to contrast these against the lifestyle and urban challenges faced by those living in ACs. Students will have the opportunity to look at local examples and patterns of change within Northampton and critique attempts made to sustainably improve life within these urban areas.</p>	<p>urbanisation that is occurring around the world.</p> <p>This unit is to act as a foundation block for the teaching of GCSE with the Urban Futures unit building on some of the key concepts introduced in this unit including where and why cities are growing and the different types of cities including mega-cities and world cities.</p>		<p>the UK and also worldwide to highlight the patterns behind the location of cities, world cities and megacities.</p> <ul style="list-style-type: none"> • Have you read this far? If so, well done you. • Geographical skills & fieldwork – students collect & analyse data as part of a homework series on regeneration within Northampton 		