

Year 9 Curriculum Implementation: Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	<ul style="list-style-type: none"> Summer 2
Knowledge & Skills	Tourism <ul style="list-style-type: none"> What is tourism and how has it grown? Why has tourism grown through time? What is mass tourism? How has tourism evolved? Why is ecotourism so important? Why has adventure tourism grown? What is appealing about dark tourism? Where is Bowness and why do tourists visit? How can we research impacts of tourism? How can I present data? What does my data show? How reliable is my data? 	Tectonics <ul style="list-style-type: none"> How plates move Plate boundaries Earthquakes Responses to tectonic hazards Haiti New Zealand What are volcanoes Super volcanoes Responses to Monserat Why live in a danger zone Globalisation and Asia <ul style="list-style-type: none"> What is Asia like? What is globalisation and how have TNCs evolved? What are NEEs and why are they located where they are? Why did China develop into the workshop of the world? 	<ul style="list-style-type: none"> How have TNCs in China helped it to develop? Why is China a superpower? How has Nike impacted Asia? What are sweatshops and how have they affected the local area? How has globalisation impacted the spread of drugs? Economic Development Across the Middle-East <ul style="list-style-type: none"> What is the Middle-East like? Why is oil important in the development of the Middle-east? How has Dubai evolved from relying on oil? Should Qatar have held the World cup? How does war hinder development Why is Yemen the poorest country in the world? 	Glaciation <ul style="list-style-type: none"> What is Glaciation and where does it occur? How does natural causes of climate change lead to glacial periods? What processes occur within glaciers? How does erosion create landforms? How does deposition create landforms? How can we recognise glacial features on OS maps? What conflict occurs in glaciated landscapes? Energy and Climate Change DME <ul style="list-style-type: none"> How is the demand for energy changing over time? How do we get our energy supply? 	<ul style="list-style-type: none"> How does non-renewable energy cause climate change? What are the impacts of climate change globally? How is climate change creating environmental refugees? (Maldives) Morecambe Bay project introduction Pros and cons of the project Living World <ul style="list-style-type: none"> What are ecosystems? What affects the balance in an ecosystem? What are the World's main Biomes? What are tropical rainforests like? 	<ul style="list-style-type: none"> How have plants and animals adapted to live in tropical rainforests? What are the causes of deforestation in Malaysia? What are the impacts of deforestation in Malaysia? How can be reduce the impacts of deforestation? What are hot deserts like? How have plants and animals adapted to live in hot deserts? What are the opportunities and challenges in the Thar desert? What is desertification and what causes it? How can we reduce the impacts of desertification?
Links to prior learning	<ul style="list-style-type: none"> Population and Settlement (Y8 Autumn 1) Locational knowledge (KS2, throughout Y7-8) Fieldwork (KS2, Y7 Summer 2, Year 8 Summer 1) 	<ul style="list-style-type: none"> Hazards (Year 7 Summer 2) Locational knowledge (KS2, throughout Y7-8) Development (Y8 Spring 1) Rocks (Y8 Autumn 2) 	<ul style="list-style-type: none"> Trade (KS2) Development (Year 8 Spring 1) 	<ul style="list-style-type: none"> Physical processes (Y7 Summer 2, Year 8 Autumn 2) 	<ul style="list-style-type: none"> Development (Y8 Spring 1) Ecosystems (Y7 Spring 1) 	<ul style="list-style-type: none"> Ecosystems (Y7 Spring 1, KS2) Development (Y8 Spring 1) Climate change (Y9 Summer 1)
Assessment	<ul style="list-style-type: none"> Fieldwork report Teacher assessment- What is appealing about dark tourism? Peer and self-assessments- Why has tourism grown? Design an ecotourist resort 	<ul style="list-style-type: none"> End of unit exam Teacher assessment- New Zealand earthquake formation, Chima-workshop to the world Peer and self-assessments-Formation of earthquakes. Supervolcano presentations 	<ul style="list-style-type: none"> End of unit exam Peer and self-assessments- Impacts of Nike, War impact on development, Qatar debate 	<ul style="list-style-type: none"> Mid-Year exam Teacher assessment- conflict in glaciated areas Peer and self-assessment- Erosion creating features, Depositional landform 	<ul style="list-style-type: none"> End of unit exam Teacher assessment- Global impacts of climate change Peer and self-assessments- Environmental refugees 	<ul style="list-style-type: none"> End of unit exam Teacher assessment Peer and self-assessments
Home learning	<ul style="list-style-type: none"> Storyboard of reasons for tourism increasing Butler's tourism model PPT Overview of types of tourism worksheet Evaluation of methods of data presentation 	<ul style="list-style-type: none"> Comic strip of earthquake formation Timeline of responses Newspaper comparison India's economic growth through time Explanation of why China is a NEE 	<ul style="list-style-type: none"> Who buys Chinese goods mapping activity Persuasive writing Middle East country fact file How sustainable is Dubai? 	<ul style="list-style-type: none"> Ice cores as evidence for climate change Glacial feature annotations Land use in glaciated landscapes Energy use infographic 	<ul style="list-style-type: none"> Impacts of climate change poster Diary entry Planning sheet 	<ul style="list-style-type: none"> Flashcards Educake quiz Revision
Cultural Capital and extra-curricular opportunities	<ul style="list-style-type: none"> Fieldwork visit to Bowness; tourism case study. Moral debates around dark tourism and tourism in fragile environments 	<ul style="list-style-type: none"> Virtual tours of tectonic hazard zones Discussion of Asian culture and global brands (Nike, TNCs). 	<ul style="list-style-type: none"> Debates on Qatar World Cup and Middle East issues. 	<ul style="list-style-type: none"> Understanding how our landscape has been shaped Balancing human needs with fragile environments 	<ul style="list-style-type: none"> Knowing current affairs in the regional area- Morecambe Bay Climate change Discussion of refugees 	<ul style="list-style-type: none"> Rainforest awareness campaign/eco projects in school. Understanding the importance of sustainability
Literacy	<ul style="list-style-type: none"> Tier 3 vocabulary: ecotourism, mass tourism, sustainability, extreme tourism, dark tourism Class discussions around ethics 	<ul style="list-style-type: none"> Tier 3 vocabulary: tectonics, magnitude, epicentre, focus, seismic waves, primary, secondary, social, economic, environmental Oracy- presentations Comparative writing 	<ul style="list-style-type: none"> Tier 3 vocabulary: TNCs, globalisation, superpower, sweatshops, NEE Oracy- debate on oil use Persuasive writing 	<ul style="list-style-type: none"> Tier 3 vocabulary: Erosion, weathering, glacial trough, drumlin, erratic, oil dependency, development, inequality. Ethical debates around energy use Extended writing- conflict in glaciated areas 	<ul style="list-style-type: none"> Tier 3 vocabulary: refugees, greenhouses gases, global warming, stakeholders Ethical debates around climate refugees and duty of care 	<ul style="list-style-type: none"> Tier 3 vocabulary: ecosystem, biome, adaptation, desertification Extended writing on impacts of deforestation- focusing on extent
Numeracy	<ul style="list-style-type: none"> Data handling Graph creation Mean Range 	<ul style="list-style-type: none"> Correlation of earthquake depth and magnitude 	<ul style="list-style-type: none"> Analysing population and economic graphs of Asia. Ranking data 	<ul style="list-style-type: none"> OS map interpretation, scale, and contour analysis. Oil production and GDP graphs; interpreting statistics. 	<ul style="list-style-type: none"> Sea level rise analysis around the world 	<ul style="list-style-type: none"> Rainforest deforestation rates Climate graphs. Range Mean
Careers Information, Education, Advice and Guidance (CEIAG)	<ul style="list-style-type: none"> Tourism Travel Hospitality Governmental roles 	<ul style="list-style-type: none"> Geology, Seismology, Disaster management 	<ul style="list-style-type: none"> Business, International trade Economic 	<ul style="list-style-type: none"> Energy, Oil industry Diplomacy-related careers. 	<ul style="list-style-type: none"> Environmental consultancy Renewable energy careers. 	<ul style="list-style-type: none"> Ecology, Conservation Environmental science careers.
Spirituality	<ul style="list-style-type: none"> Reflection on cultural impacts of tourism and sustainability. 	<ul style="list-style-type: none"> Consideration of human resilience in disaster-prone areas. 	<ul style="list-style-type: none"> Discussion of inequality and working conditions in Asia. Ethics of World Cup in Qatar; war and development. 	<ul style="list-style-type: none"> Ethics of sustainable use of natural landscapes 	<ul style="list-style-type: none"> Reflection on human impact on climate and environment 	<ul style="list-style-type: none"> Debate about stewardship of rainforests and deserts.

How can parents support the curriculum?	<ul style="list-style-type: none">• Encourage visits to local tourist sites• Watch tourism documentaries.	<ul style="list-style-type: none">• Discuss natural hazard news stories• Support revision of case studies.	<ul style="list-style-type: none">• Encourage reading on global brands and world news in Asia.• Discussions and debates around topics such as the World Cup in Qatar	<ul style="list-style-type: none">• Watch Planet Earth/ Frozen Planet documentaries• Visit the Lake District• Discuss climate change• Discuss current affairs on oil prices/ energy developments/conflict in Middle East• Support map skills practice;	<ul style="list-style-type: none">• Encourage news watching on climate issues.• Visit the Eden Project or Botanical Gardens	<ul style="list-style-type: none">• Encourage documentaries on rainforests and deserts• Observe local plants and animals and discuss their adoptions• Visit the zoo• Help with revision- GCSE ready
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