

Learning Focus	Assessments
<p><b>Weeks 1–7 (HT1): The Biosphere</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. What is an ecosystem</li> <li>2. What affects climate?</li> <li>3. How do ecosystems change?</li> <li>4. What are temperate deciduous and tropical rainforest biomes?</li> <li>5. Which areas of wilderness are under threat?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> <li>• Students develop a sense of place to undertake thematic studies in both physical and human geography. This will be studied in the context of ecosystems and biomes. <b>(AO1)</b></li> <li>• Maps are widely used when studying physical and human geography. For example, the location of all global biomes, then a study of each of the major biome locations. This unit begins to introduce students to a range of practical skills used to interpret maps, before they move onto unit 2 <b>(AO4)</b> <ul style="list-style-type: none"> <li>• This unit supports the KS3 PoS (<i>Locational knowledge</i>), where students are expected to gain a detailed knowledge of the world and its environments through the use of atlas maps. <b>(AO1)</b></li> <li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li> <li>• It also enables students to learn and practise key mapping, graphical and statistical skills. (KS3 PoS <i>Geographical skills and fieldwork</i>). <b>(AO4)</b></li> </ul> </li> </ul>	<p><b>Assessment One (Oct):</b></p> <p><u>“Ecosystems”:</u></p> <p>We will test students knowledge and understanding of this unit through the use of a summative assessment.</p>
<p><b>Weeks 8-14 (HT2): The Anthropocene</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. How have Earth’s temperatures changed over time?</li> <li>2. What are greenhouse gases?</li> <li>3. What is global warming?</li> <li>4. What are the impacts of global climate change?</li> <li>5. How can we limit the impacts of global climate change?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> <li>• <i>Locational knowledge</i>, students consolidate and extend their knowledge of the world’s major countries and their physical features.</li> <li>• <i>Human and physical geography</i>, students should understand, climate change. They study how ‘human and physical processes interact to influence and change environments. <ul style="list-style-type: none"> <li>• <i>Geographical skills and fieldwork</i>, students build on their knowledge of globes, maps and atlases.</li> <li>• Students will use and interpret line charts and diagrams.</li> </ul> </li> </ul>	<p><b>Assessment Two (Dec):</b></p> <p><u>“The Anthropocene”:</u></p> <p>We will test students knowledge and understanding of this unit. This will assess key words, graph skills and understanding of impacts, effects and responses.</p>

<p>They will be able to draw conclusions from them.</p>	
<p><b>Weeks 15-21 (HT3): The Global Economy</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. What is the economy?</li> <li>2. What are employment sectors?</li> <li>3. Why is the world more connected now?</li> <li>4. How do countries earn their money?</li> <li>5. How do we make decisions about the economy?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> <li>• <i>KS3 PoS Locational knowledge:</i> studying this topic satisfies the KS3 PoS by enabling students to extend their locational knowledge and deepen their spatial awareness of the world's regions, such as the Middle East. <b>(AO1)</b></li> <li>• Globalisation and transport changes in this unit will provide students with the basic understanding of how the economy has changed.</li> <li>• <i>KS3 PoS Human and physical geography:</i> this chapter helps to enable students' to understand changes in employment in the UK. They will understand economic activity in the primary, secondary, tertiary and quaternary sectors. <b>(AO2)</b></li> <li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li> <li>• GCSE skills: Provides opportunities to practice mapping, graphical and statistical skills and use of resources such as satellite maps <b>(AO4)</b></li> </ul>	<p><b>Assessment Three (Feb):</b></p> <p><u>"The Global Economy":</u></p> <p>A summative assessment to test the knowledge and skills learned in this unit.</p>
<p><b>Weeks 22-28 (HT4-5): The Geography of Russia</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. How big is Russia?</li> <li>2. Is Russia a global superpower?</li> <li>3. Why does Russia have power?</li> <li>4. Is Russia a developed nation?</li> <li>5. What role will Russia play globally in the future?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia's environmental regions, key physical and human characteristics, and major cities</li> </ul>	<p><b>Assessment Four (March):</b></p> <p><u>"Russia":</u></p> <p>A summative assessment to test the knowledge and skills learned in this unit</p>

<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand similarities, differences and links between places through the study of human and physical geography</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation, international development, economic activity, and the use of natural resources</li> <li>understand how human and physical processes interact to influence, and change, landscapes, environments and climates, and how human activity relies on the effective functioning of natural systems</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</li> </ul>	
<p><b>Weeks 29-35 (HT6): The Hydrosphere</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>How much water do we have on Earth?</li> <li>How has plastic had an impact on the world?</li> <li>Do we need fish?</li> <li>What happens when we use too much water?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps ... to focus on oceans, such as the Pacific and Indian Oceans. Also, the Aral Sea.</li> </ul> <p><b>Place knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities, differences, and the links between places through the study of their human and physical geography.</li> </ul> <p><b>Human and physical geography (AO2) :</b></p> <ul style="list-style-type: none"> <li>understand ... the key processes in: <ul style="list-style-type: none"> <li>physical geography relating to: ... ecosystems</li> <li>human geography relating to: ... populations and their impacts on the environment ... and the use of natural resources.</li> </ul> </li> <li>understand how human and physical processes interact to influence and change landscapes, the environment and climate.</li> </ul>	<p><b>Assessment Five (May):</b></p> <p><b><u>"The Hydrosphere":</u></b></p> <p>A summative assessment to test the knowledge and skills learned in this unit</p>



## Geography Year 9 Curriculum overview for teachers

The below is intended to provide a simple overview of Year 9 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

- Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **(AO3)**

### **Geographical skills and fieldwork (AO4) :**

build on their knowledge of ... maps and atlases and use these tools routinely in the classroom.