Curriculum Knowledge Map 2023-24

Year 9	AUTUMN		
Topics	How will climate change impact Earth's future?	What are the challenges & opportunities for Africa?	Can we ever know enough about tectonics to live safely?
Declarative *What should they know?*	• that climate change is a controversial issue affecting the future of the planet, • about the evidence of climate change, • the causes and consequences of climate change, • about the options for the planet's future.	• the physical and human geography of Africa, • Africa's colonial history, • About some of the challenges facing the continent, • About some of the opportunities to develop and change.	• the theory of plate tectonics, • how volcanoes and earthquakes are linked to plate tectonics, • the hazards for people associated with these events, • how scientists attempt to predict, manage and prevent these hazards.
Procedural *What should they be able to do?*	• Investigate controversial issues. • Consider a range of evidence of climate change. • Consider and critically reflect on different viewpoints, detecting bias. • Use a wide range of geographical data in this unit and those throughout the book marked with cc symbol to identify and classify the causes and consequences of climate change. • Use of GIS with OS maps to identify flood risk in the UK. • Debate three options for the future • Consider future personal actions as a geographer	• Interpret climate maps and graphs for Africa. • Use atlas maps and photos to investigate Africa. • Use latitude and longitude to locate places in Africa. • Interpret statistics, graphs, population density maps, population pyramids to investigate population change. • Consider different points of view and decisions that people make to change. • Apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia. • Apply understanding of development and Sustainable Development Goals to Africa • Use enquiry questions to describe places in Africa. • Describe the physical landscape of Asia. • Use a Development Compass Rose to classify and critically think about different viewpoints	• Interpret atlas maps, eyewitness accounts, scientific evidence, public information material, to investigate plate tectonics. • Describe and explain the theory of plate tectonics
Disciplinary Literacy *(Tier 3 Vocab)*	Absorb; Axis; Bias; Combustion; Ellipse; Emissions; Expansion; Frequency; Glacial; Historical; Holocene; Ice Cores; Infrastructure; Insulating; Interglacial; Migration; Milankovitch; Orbit; Permafrost; Pleistocene; Precipitation; Quaternary; Radiation; Satellite; Thermal; Thermometer; Water Stress.	Berlin Conference; Desertification; Imperialist; Migrate.	Continental drift; Lithosphere; Mid- Ocean ridge; Mountain belt; Natural disaster; Natural hazard; Ocean trench; Ridge push; Slab pull.

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Assessment	In lesson – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a review lesson, where their understanding of the topic is tested. SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.	In lesson – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a review lesson, where their understanding of the topic is tested. SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.	In lesson – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a review lesson, where their understanding of the topic is tested. SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.

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Year 9	SPRING		
Topics	Can we ever know enough about tectonics to live safely?	Why are rivers important?	Why are coasts such dynamic landscapes?
Declarative *What should they know?*	• the theory of plate tectonics, • how volcanoes and earthquakes are linked to plate tectonics, • the hazards for people associated with these events, • how scientists attempt to predict, manage and prevent these hazards.	• what rivers are and how water flows into them, • how weathering erosion and transportation create river landforms, • to identify river landforms on OS maps, • why rivers are important to people.	• to understand how erosion, deposition and transportation create and change coastal landforms over time, • to consider how the coast is used by people. • to understand the need for, and impact of, different coastal management strategies, • how to find coastal landforms on OS map and photos.
Procedural *What should they be able to do?*	• Interpret atlas maps, eyewitness accounts, scientific evidence, public information material, to investigate plate tectonics. • Describe and explain the theory of plate tectonics	• Compare an OS map with an aerial photo to identify river features and how people use rivers. • Use an OS map to draw a cross-section of a river valley. • Use ArcGIS to investigate the long profile of the River Tees • Describe and explain how rivers create landforms	• Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast. • Consider different viewpoints and justify decisions about coastal management
Disciplinary Literacy *(Tier 3 Vocab)*	Continental drift; Lithosphere; Mid- Ocean ridge; Mountain belt; Natural disaster; Natural hazard; Ocean trench; Ridge push; Slab pull.	Abrasion; Attrition; Bradshaw model; Condensation; Corrosion; Cross profile; Deposition; Evaporation; Flood plain; Groundwater flow; Hydraulic action; Hydrologists; Infiltrating; Intercepted; Interlocking spurs; Lateral erosion; Long profile; Meanders; Model; Mouth (of river); Ox-bow Lake; Plunge pool; Precipitation; River cliff; Run off; Slip off slope; Source; Stored; Surface run off; Throughflow; Transported; V-shaped valley; Waterfall; Watershed.	Coastline; Erosion; Geomorphology; Glacial till; Sedimentary; Subaerial erosion; Transportation; Crude oil; Diversifying; Forced migration; Mediterranean climate; Region.
Assessment	**Progress Test –** as the come to the end of 'Can we ever know enough about tectonics to live safely?' they will complete a Progress test on topics 'How will climate change impact Earth's future?' and 'What are the challenges & opportunities for Africa?' and 'Can we ever know enough about tectonics to live safely?'. This Progress Test will test their **geographical knowledge** of these topics by asking them to recall key facts and information.	**In lesson –** students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a **review lesson**, where their understanding of the topic is tested. **SPW** - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.	**In lesson –** students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a **review lesson**, where their understanding of the topic is tested. **SPW** - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.

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	It will test their **geographical literacy** by asking them to correctly identify key word definitions. It will test their **geographical skills**, developed over the last two topics. And it will their **geographical understanding** by asking them to complete an extended writing task.		

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Year 9	SUMMER		
Topics	Why are coasts such dynamic landscapes?	Why is the Middle East an important world region?	Coastal Fieldwork
Declarative *What should they know?*	• to understand how erosion, deposition and transportation create and change coastal landforms over time, • to consider how the coast is used by people. • to understand the need for, and impact of, different coastal management strategies, • how to find coastal landforms on OS map and photos.	• where the Middle East region is located, • what countries make up the region, • the physical landscape of the Middle East, • the human geography of the region, • examples of conflict and controversy in the Middle East, • how important the region is to the world.	• how and why we collect to collect fieldwork data as a geographer, • the different ways to present fieldwork data, • how to analyse fieldwork data and draw conclusions from them, • To evaluate a fieldwork study and suggest improvements.
Procedural *What should they be able to do?*	• Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast. • Consider different viewpoints and justify decisions about coastal management	• Draw climate graphs. • Use atlas maps and photos to investigate the Middle East • Interpret statistics, graphs, population density maps, population pyramids to investigate population change. • Consider different points of view and decisions that people make to change. • Describe and explain the impact of plate tectonics on the Middle East • Apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data. • Apply understanding of the Middle East, and migration, to investigate the causes and consequences of war in Syria, critically thinking about different viewpoints	•
Disciplinary Literacy *(Tier 3 Vocab)*	Coastline; Erosion; Geomorphology; Glacial till; Sedimentary; Subaerial erosion; Transportation; Crude oil; Diversifying; Forced migration; Mediterranean climate; Region.	Crude oil; Diversifying; Forced migration; Mediterranean climate; Region.	
Assessment	**In lesson –** students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a **review lesson**, where their understanding of the topic is tested.	**In lesson –** students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a **review lesson**, where their understanding of the topic is tested.	

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	SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.	SPW - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given. Progress Test – as the come to the end of 'Why is the Middle East an important world region?' they will complete a Progress test on topics 'Why are rivers important?' and 'Why are coasts such dynamic landscapes?' and 'Why is the Middle East an important world region?'. This Progress Test will test their geographical knowledge of these topics by asking them to recall key facts and information. It will test their geographical literacy by asking them to correctly identify key word definitions. It will test their geographical skills, developed over the last two topics. And it will their geographical understanding by asking them to complete an extended writing task.	