

Geography Year 9 Curriculum Map

	Topic	Essential learning	I will be able...	Assessed
Autumn term	<p>1 Russia</p> <p>INTENT- to widen pupils locational and place knowledge by introducing pupils to a diverse range of locations / places. To increase issues of political Geography and how countries can create global issues.</p>	<ul style="list-style-type: none"> Knowing the sheer size of Russia. Introducing Russia, factual information about Russia's physical landscape. Physical location within Russia and the bordering countries. Physical features of Russia. Russia's biomes and it's link to climate. The differences in the biomes across Russia. Permafrost and the impact of climate change. How is melting permafrost affecting people's lives? Population density of Russia. Reasons behind the population density of Russia. Why is population density higher in areas with greater quality of life? How people have adapted to living in the extreme cold in Russia. Living in Yakutsk. Russia's resources. The impact of use in other countries and how they affect the UK. Russia How Russia sets prices of oil. Russia and climate change. Advantages and disadvantages of climate change for Russia. <p>Question- Climate change provides more disadvantages than advantages.</p>	<ul style="list-style-type: none"> To develop a sense of size, pupils to estimate the answers so that they appreciate the scale of the country. To start to develop knowledge about the countries physical landscape. To know the countries that border Russia. To produce a map showing the accurate location of major physical features such as the Ural mountains. To know the difference between weather and climate. To describe the climate of Russia and understand that it has all climates as it's so vast. To know and describe the location of the major biomes. Assess which biomes would not be found in Russia and why. To define permafrost. To make links as to how a warming climate can affect the permafrost. To understand the differences between the biomes in /Russia. To describe Russia's population density using highest, lowest a figure from the key. To discuss why people live where they do in Russia. To define the meaning of quality of life. To work out how we can measure quality of life. Compare to cities in Russia and look at the quality of life of its people based on environment, social interaction and economic situation. To know the challenges that the extreme cold creates. 	<ul style="list-style-type: none"> Mid-point knowledge check Recall / low stakes class quiz formative assessment Target marking- End-point knowledge check

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			<ul style="list-style-type: none"> • To explain how different adaptations in Svalbard have helped people to live with the extreme cold. • To understand the extreme effort and society change in Yakutsk to stay alive. • To read a news article about living in Yakutsk and do reciprocal. • To know Russia's biggest exports. • To describe the distribution of oil in Russia. • To understand the problems and impacts. • To complete the sheet linked to dependency of oil and Russia. • To know the meaning of climate change. • To describe the greenhouse effect, image if needed. • To know what international agreements are. • Sort the factors into advantages and disadvantages. 	
	<p><u>2 Are we running out?</u></p> <p>INTENT- an important global issue for all countries and continents. Especially important for the people who choose to live there.</p>	<ul style="list-style-type: none"> • Things we need and want in the world. • Types of jobs linked to natural resources. • Earth's spheres and the resources found in each. • Key vocab linked to global resources and their location. • Global energy supply and consumption. • Import of food to the UK. • Food miles. • Impacts of importing food. • Issues evaluation, can we continue eating so much beef? • Why are people choosing to eat bugs. 	<ul style="list-style-type: none"> • To list the things we want and those we need. • Rank issues and justify reasoning. • To know the jobs using natural resources. • To sort resources into one of the 4 spheres. Then explain the connections and links between the spheres. • To know the key vocab- resource, water scarcity, drought, consumption, production. • Compare the global pattern of energy consumption with energy supply. • To explain why food has travelled a long distance. • To evaluate the impacts of importing food and judge whether the impact is that bad. • To describe the global obesity levels. • To understand why eating bugs is much better for the planet. 	<ul style="list-style-type: none"> • Mid-point knowledge check • End-point knowledge check • Recall/ low stakes formative in lesson quizzes.

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		<ul style="list-style-type: none"> • Benefits of eating bugs for the planet. Issues of sustainability. • Water demand in the UK. • Water transfer schemes • How water transfer schemes can help regions in water deficit. • What is an aquifer? • Study of a water based conflict issue. • Energy- fossil fuels v renewable. • Benefits and disadvantages of different energy sources, both renewable and non-renewable. • Overview of why the UK wants to be more energy secure. • Fracking. • Wind turbines. 	<ul style="list-style-type: none"> • To write a letter or create a poster to persuade a person to try bugs as an alternative to protein. • To describe when water demand is at its highest. To know how water demand changes throughout the year. • To know what water transfer is. Be able to state where the water is coming from and going to. • To explain the benefits of water transfer schemes. • To know the key vocab – water scarcity, water deficit, water stress. • To develop an understanding of how water can cause conflict- Ogallala aquifer USA or Renaissance dam, Ethiopia. • Issue- location, what is the issue. Pros / cons of building the feature that is creating conflict. Who is in conflict, why. How to resolve the issue. • To know the difference between fossil fuels and renewable energy. • To know how we use fossil fuels, what has happened to our use, gone up or down. How does burning fossil fuels affect climate change. • To summarise the different types of energy and evaluate which is best. • To know the facts about the level of imports we have for fossil fuels. Be aware of energy insecurity. • To describe the fracking process. • To describe the fracking process. • To know who stakeholders are and the vital role they play. • To know what a wind turbine is and the different between onshore / off shore turbine! 	<ul style="list-style-type: none"> • Summative synoptic assessment 1 Y7 (20%) Y8 (30%) Topic 1 (25%) Topic 2 (25%)
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			To explain the advantages and disadvantages of on and off-shore wind farms.	
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<p>Spring term</p>	<p><u>3 World Ecosystems</u></p> <p>INTENT- having an overview of natural systems will develop a greater depth in understanding the human and physical interactions. Students will have a global locational viewpoint and then study different ecosystems and biomes at a variety of scales. Gain clear links between ecosystems as natural environments and their potential to make money.</p>	<ul style="list-style-type: none"> • What is an ecosystem? • What is the world's natural environment? • Global biomes. • What is each biome like? What grows there? What lives there? • Biodiversity. • My local ecosystem, what life does it support? • How do living and non-living parts of an ecosystem interact? • Different parts of an ecosystem. • Soil and nutrients. • Climate change and the impact on ecosystems. • Rainforest- characteristics, interdependence of the different living and non-living parts, plant and animal adaption to the conditions. • High levels of biodiversity. • Deforestation • Causes of deforestation and how it links to the need to develop. • Impacts of deforestation, locally for the plants, animals and people who live there. Globally how cutting down trees is affecting climate change and the greenhouse effect. • Social responsibility of us to try and do what we can. • Deforestation in the Amazon. • Politics and Geography, how Bolsanaro directly impacted deforestation rates when elected. • Importance of the rainforest- what resources do we get from the rainforest. 	<ul style="list-style-type: none"> • to define an ecosystem. • To develop an understanding of what natural environments we have on our Planet. • To locate the global biomes. • To understand using knowledge from weather & climate why biomes are in bands around the world. • To describe the characteristics of different biomes and compare to others looking for similarities and differences. • To sort animals and plants into the biomes they live and grow in. • To define biodiversity. • To describe where in the world has high levels of biodiversity and where has low. • To understand why levels of biodiversity change on Earth, depending on their line of latitude. • To visit a local ecosystem at school- the field, hedge, flower garden. To assess how biodiverse, it is. What is growing, living there. • To list the living and non-living parts of an ecosystem. • To understand food chains, food webs and how ecosystems provide food in the form of consumers that provides for the consumers. Re-visit the local ecosystem to see this. • To learn the key vocab and understand what each means- consumer, producer, primary/secondary/tertiary consumers. Apex predator, food chain, food web. • Re-cap the importance of soil, to understand how nutrients are returned to the soil. • To investigate Antarctica or Arctic and how the ecosystem is being affected by 	<ul style="list-style-type: none"> • Mid-point knowledge check • Recall/ low stakes quizzes, formative assessment in lesson • Extended writing piece on an issue • End-point knowledge check • Summative synoptic assessment 2 Y7 (20%) Y8 (30%) Y9 (50%)
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		<ul style="list-style-type: none"> • Medicine in the rainforest and the support it gives to cancer patients. • Different ways we can look after the rainforest. • The need to manage the rainforest sustainably and balance economic development with environmental protection. 	<p>climate change. Lack of sea ice for hunting, loss of species, reduction in biodiversity.</p> <ul style="list-style-type: none"> • To know in detail the location of rainforests across the world. To understand the reasons for it's location linked to weather & climate. • To analyse how different parts of the rainforest ecosystem are linked e.g. how the plants rely on the climate in equatorial regions. • To know the features that plants and animals have in the rainforest and how these unique features help them to live there and thrive. • To describe what deforestation is. Be aware of how deforestation rates go up and down and how people's views and environmental groups have helped reduce rates in recent years. • To understand the causes of deforestation and see that there are human and physical interactions, some development is needed. • To understand the impact of deforestation. First on a local level, to question how does it affect biodiversity in a place?, how does it affect indigenous tribe? Then develop an understanding of the global impact- increasing CO2 levels in the atmosphere, the loss of biodiversity globally and the impact this could have. The loss of medicine to humanity. • Amazon- locational knowledge, place details of what is specifically happening there. The impact it is having on people and the environment. The positives for Brazil's economy. • To learn who Bolsanaro is? What did he want for the rainforest. How did his 	
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			<p>political actions affect the rate of deforestation.</p> <ul style="list-style-type: none"> To understand that human action makes a difference, individuals can help in reducing deforestation, governments can be positive / negative. Conservation groups have a role to play. Make a list of ways the rainforest has value. Explain why the rainforest is so valuable. I can explain the link between medicine from the rainforest and cancer treatment in Alder Hey and all hospitals. Compare and evaluate different ways we can look after and care for the rainforest. I can define sustainability and explain why looking after the rainforest sustainably is better for everyone from local people to global. I can explain different strategies that locals and governments use to manage their rainforest. I will understand that some development needs to take place but that we can develop places in a more sustainable way if we try. 	
	<p><u>4 How is our Climate Changing?</u></p> <p>INTENT- to give pupils an understanding of how the climate has changed historically and especially since the last ice age. We want pupils to appreciate the rate at which the climate is changing and how human action has contributed to speeding</p>	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> Throughout history there have been many ice ages and warm periods. What the Quaternary period is. Describe how our temperature has changed since the last ice age. <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> Climate in the past can be measured by scientists. How do scientists use ocean sediment, ice sheets and tree rings for evidence? 	<ul style="list-style-type: none"> I can define Quaternary and ice age. I know that the Earth's climate has always changed from hot to cold in the past. I can describe the climate since the end of the last ice age using TEA. To know what climate change is and how it links to the definition of climate. To describe the greenhouse effect and be able to explain what it is and why it is happening. To understand the three natural causes of climate change and how they affect our weather. 	<ul style="list-style-type: none"> Dept mark - Dept mark – Recall/ low stakes formative in lesson quizzes. End-point knowledge check

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	<p>this up. The topic will give students a thorough insight into the impacts of climate change both locally and globally with and in-depth location study to consider the impact such change can have on people. We want our students to realise that they must be responsible for the future of their planet. That the way we live today is unsustainable.</p>	<ul style="list-style-type: none"> • This evidence is long-term evidence formed over millions of years. <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Evidence for climate change today. • How has the world's temperature changed since 1850 and how does this link to the Industrial Revolution? and industrialisation, transport developments. • What impact has climate change had on the Greenland ice sheet? <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • Some climate change is natural. • Describing what orbital change, sun spots and volcanic activity is. • How does orbital change, sun spot and volcanic activity change Earth's climate? <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> • Human causes of climate change. • What are the greenhouse gases and what is the greenhouse effect? • Look at the level of CO2 emissions since 1880/1900 <p><u>Lesson 6</u></p> <ul style="list-style-type: none"> • The meaning of global impacts. • Climate change has many global impacts- rising sea levels, disease spreading, flooding, heatwaves, wildfires. • Locations most at risk. • How climate change has impacted people and created climate refugees. <p><u>Lesson 7</u></p>	<ul style="list-style-type: none"> • To explain two natural causes of climate change. • To understand how evidence can be collected to prove historical data about the atmosphere from ice cores, pollen grains. How do these tell us about past climate. • To analyse temperature data and CO2 volume in the atmosphere as evidence for recent climate change. • To understand why sea levels are rising. • To explain the impact it is having on island nations such as the Maldives. • To know the greenhouse gases and how they can affect the atmosphere. • To explain where each of the greenhouse gases come from and how they impact our planet. • To develop awareness of how a changing climate can lead to negative impacts such as forest fires, like those in Canada 2023. • To location places around the global that will be heavily effected by climate change. • To understand how scientist think climate change will affect the UK. • To know the definition of mitigation and examples of how to mitigate against climate change. • To explain how the mitigation strategies will help. How to they reduce carbon emissions in the atmosphere. • To know what adapt to climate change means. • To create a list of examples of adapt. • To compare mitigate and adaption strategies and evaluate which are more sustainable. 	
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		<ul style="list-style-type: none"> • Example study Tuvalu or drought prone areas (India) • How widespread is the problem? • How has climate change made the situation worse? • Consequences of the impact on land, people and their future. <p><u>Lesson 8</u></p> <ul style="list-style-type: none"> • Earth's average temperature today. Can we keep that temperature? 1.5 degree above pre-industrial levels for 12 months. Spain hottest January on record. • Is global climate change affecting the temperature and rainfall in the UK? • MET Office statistics on the number of Atlantic storms. • Temperature figures in recent years such as warmest month, driest month. <p><u>Lesson 9</u></p> <ul style="list-style-type: none"> • Strategies for cutting carbon emissions. • Knowing what carbon neutral means. • Global agreements COP • Evaluate strategies to tackle the climate crisis. • Choose options that benefit our future and justify your choice. • Britain's Biggest Battery! <p><u>Lesson 10</u></p> <ul style="list-style-type: none"> • Carbon footprint. • What impact are pupils having on the planet? • Scientific predictions for future climate change. 	<ul style="list-style-type: none"> • To interpret from images how the Maldives are coping or not with rising sea levels. 	
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	<p>5 Glaciation</p> <p>INTENT- creating opportunity here to dig deeper into the past of the British Isles and the icy conditions that created our physical landscape. Pupils are given the chance to develop their physical process knowledge and understanding from the physical geography topics in Y7 and Y8. Last opportunity to engage pupils in their landscape before some may not be doing Geography for GCSE.</p>	<p>Predicting life in 70 years through different scenarios.</p> <ul style="list-style-type: none"> • What glaciation means. • The difference between a glacier and ice sheet. • The UK was once covered in ice, how much of the UK was covered in ice. • Difference between glacial and inter-glacial. • Processes of erosion. • The way that ice transport sediment. • Why deposition happens. • What happens to the sediment. • Glacial erosional features-corrie, arete, pyramidal peak. • Glacial valley landforms.- glacial trough before the individual landforms. Hanging valley, truncated spurs, ribbon lake. • Glacial features on an OS map. • Glacial moraine, the 4 different types. • Features of deposition- drumlins and erratics. • How are glaciated areas of the UK used today? Investigate tourism in the Lake district. 	<ul style="list-style-type: none"> • Define what is meant by glaciation. • Describe how far the ice reached in the last ice age and state which areas of the UK were not covered in ice. • Describe the differences in climate between the glacial and inter-glacial period. • Draw and explain plucking and abrasion. • Understand what freeze-thaw is and how the sediment created leads to increased abrasion. • Describe what bulldozing is, and understand why ice is so powerful. • Explain why ice deposits its load (glacial till) • Understand the word deposition. • Learn the key terms- glacier, ice sheet, erosion, plucking, abrasion, freeze-thaw, bulldozing, glacial till, outwash, braided stream. • Be able to describe the processes that have formed Corrie, arete, pyramidal peak in a step by step way using key vocab. • Identify the landforms of erosion from a photograph and on an OS map. • Using the term bulldozing explain how a glacier turns a v shaped valley into a U shaped valley. • Identify the differences between V and U shaped valleys from a photograph. • Explain how bulldozing not only leaves behind the main feature of a glacial trough but also the side features. • Draw, explain and identify from photographs and on a map – hanging valley, ribbon lake, truncated spurs. 	<ul style="list-style-type: none"> • Mid-point knowledge check • Recall / low stakes quizzes formative assessment in lesson • End-point knowledge check
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			<ul style="list-style-type: none"> • Use 4 and 6 figure grid references to identify glacial features. • Explain how contour lines indicate that the landscape was once glaciated. • Develop knowledge on Snowdonia and the glacial features present. • Define the four types of moraine. • Describe where on or in the glacier the moraine is found. • Explain the features that can be made by the moraine once it has been left. • Identify the type of moraine from a photograph. • Define deposition again. • Label a photograph with the features of a drumlin and erratic. • Explain using diagrams how a drumlin forms. • Locate erratics on an OS map. • Define what an economic activity is. • Use a photograph to suggest how a glaciated landscape could be used to make money. • Understand how tourism, quarrying, forestry and hill sheep farming have all happened in the UK because of the location previously being glaciated. • Assess the positives and negatives of using glaciated areas to make money. • Complete a conflict matrix for the different activities done in the Lake District. Pick out examples of conflict and explain why conflict. • Create solutions to the conflict. 	
Summer term	<p><u>6 Issues Evaluation</u></p> <p>INTENT- to bring together a wide variety of skills to evaluate a</p>	<ul style="list-style-type: none"> • The location / place where an issue is happening. • Know what the issues is. • Factual evidence to support understanding of the issue. 	<ul style="list-style-type: none"> • Describe the location of my issue. • Understand background information about the location in which it is taking place. • Create a fact file about the issue. 	<ul style="list-style-type: none"> • Mid-point knowledge check • End-point knowledge check

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	<p>current issue. This can be local, national or global. Opportunity for pupils to become passionate and have their say. The end result is pupils will make a decision they believe in and can justify.</p>	<ul style="list-style-type: none"> • Pros /cons of an issue. • Views of stakeholders on the issue. • Evaluation of the issue and justify decision. • Issue options- current issue if available. Possible options for 2023/24- • -waste management and sustainability in the UK. • -Cayman islands cruise ship terminal development. • -new road development in Peru. • -water scarcity issues, heatwave and drought conditions in the UK. • -making transport sustainable in Liverpool. • -migration in the UK and government policy. 	<ul style="list-style-type: none"> • Develop pros / cons linked to the issue and sort positive and negatives of it going ahead. • Categories factors into social, economic and environmental. • Define what a stakeholder is. • Understand the variety of people who are stakeholders. • Explain how and why a stakeholder may have a different view, especially regarding their background or job. • Make a decision about the issue after evaluating both sides. • Justify your opinion wit evidence. • Present your opinion. 	<ul style="list-style-type: none"> • Recall / low stakes quizzes formative assess lesson • Extended writing piece evaluating the issue and developing a balanced argument.
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