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| **Year 9 - Geography** |
| **Curriculum intent** | Year 9 is a rich and diverse mix of human and physical geography with a focus on landscapes and features which are constantly changing. In Year 9, students get the opportunity to explore the physical and human landscapes across Asia, the poles and Europe, using this exploration to and seek to understand the patterns and processes that shape the world. At the end of this year, all students will have experienced the breadth and depth of content necessary for them to have a well-rounded knowledge of the processes that are constantly shaping our world and how we as humans can influence these changes in preparation for GCSE geography.  |
| **Term** | **Autumn 1****Autumn 2** | **Spring 1** | **Spring 2 moving into Summer 1** | **End of Summer 1 moving into****Summer 2** |
| **Knowledge** | Global Population & The Rise of China* Population Distribution across the world with comparisons made from the UK and China
* Looking at world population growth and what influences population rise and decline
* Population pyramids and what these can tell us about the developmental stages of a country
* Case study; China: The 3 Gorges Dam
 | Pole to Pole* Human and physical features of different polar regions around the UK.
* Alternative energy sources including renewable energies
* Causes of damage to Antarctica by human activity. Solutions to increasing sustainability Case Study: Antarctic Treaty
 | Glorious Glaciation* Global distribution of glaciers and the last ice age
* Glacial processes and landforms
* Glacial landscapes and maps
* How are Glacial landscapes used and tourism in the Alps DME
 | Tectonics* Structure of the earth
* Plate margins and types
* Hot Spots and geothermal energy
* Causes of earthquakes and the measurement of earthquakes
* How Volcanic eruptions happen and from different types of volcanoes
* Haiti case study
* Montserrat Case study

\*\*Fieldwork to Blue John Caverns and Hike over Castleton |
| **Skills** **(GCSE level)** | * recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases
* draw, label, annotate, understand and interpret sketch maps
* recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes
* label and annotate different diagrams, maps, graphs, sketches and photographs.
* use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes.
* use maps in association with photographs and sketches and understand links to directions.
* use online census sources to obtain population and local geo-demographic information.
* Use GIS to understand changes in a landscape over time.
* To be able to use data and inference skills to identify misconceptions and stereotypes about regions of the world.
* Using graphical information to understand processes and conditions in these regions.
* The use of GIS to understand the effects of these processes on landscapes over time.
* Use of graphs and data to understand the scope and scale of climate change and its impacts on people and eco-systems. Use of photo interpretation to analyse a variety of locations.
* Interpret aerial and satellite photographs
* The use of national ordnance survey maps to understand fluvial landscapes.
* Use of photo interpretation to analyse a variety of locations.
* Interpret aerial and satellite photographs.
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| **Assessments** | EOU assessment on the effectiveness of the One Child Policy  | EOU assessment and DME | EOU assessment | EOU assessment  | EOU assessment and DME on cause effect and response either Haiti or Montserrat  |
| **Curiosity** | Rebooting the Future- United Nations Ozone Day 16th SeptemberSocial Justice- World food day 16th October; Food Security | Climate- Remembering the lost species 30th NovemberInternational Co-operation Antarctica Day 1st December**International Geography Trip** | Compassionate Values- International day of Education UNESCO 24th JanuaryFood and Farming- Fair Trade Fortnight 27th FebruaryConnection to nature- World water day 22nd MarchHealth- The Fashion Revolution 18th April | Wealth- African World Heritage Day 5th MayCommunity- The Big Lunch, Eden Project 2nd June | Democracy- Plastic Free 1st July **Fieldwork in Local area** |
| **Extra- Curricular** | The 3 Gorges Dam: <https://www.britannica.com/topic/Three-Gorges-Dam> Places of Interest:China Town- Manchester | Antarctica – Virtual Fieldtrip. <https://www.bas.ac.uk/polar-operations/life-in-the-polar-regions/virtual-tours/virtual-trip-to-antarctica/>  Pole to Pole <https://www.panerai.com/gb/en/home/panerai-ambassador/mike-horn/pole-2-pole.html> Places of Interest:Yorkshire Wildlife Park, Polar Bear Sanctuary | Wild Russia: <https://www.youtube.com/watch?v=JjthOO7xszM> Russia: A timeline <https://www.history.com/topics/russia/russia-timeline> Russia’s war in Ukraine: Identity, History and Conflict <https://www.csis.org/analysis/russias-war-ukraine-identity-history-and-conflict>  | Film & Documentaries:Glaciers 101 <https://www.panerai.com/gb/en/home/panerai-ambassador/mike-horn/pole-2-pole.html> What is a Glacier?<https://www.usgs.gov/faqs/what-glacier> Antarctica – Virtual Fieldtrip. <https://www.bas.ac.uk/polar-operations/life-in-the-polar-regions/virtual-tours/virtual-trip-to-antarctica/>  | Volcano Odyssey: <https://www.youtube.com/watch?v=tagg8Hxion0> Films: Available on Netflix and Disney plusApocalypse Pompeii The ImpossibleThe CroodsDante’s PeakKrakatoa, East of Java |