



## Curriculum Overview: Geography

### Year group 9

#### What your child will learn each half term

This overview shows the key topics, skills, and knowledge your child will be learning in **Geography** in **Year 9**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework
HT 1	<b>Unit 1 – What happens when the land meets the sea?</b>	<p><b>Key processes</b> in <b>physical geography</b> relating to coasts. understand how <b>human and physical processes</b> interact to influence, and change landscapes, environments</p> <p><b>Learning journey:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of waves?</li> <li>• How do erosional processes change the landscape?</li> <li>• What is longshore drift?</li> <li>• How does deposition change the landscape?</li> <li>• How is the coastline managed?</li> <li>• An example of coastal management</li> </ul>	<p><b>Geographical skills:</b></p> <p><b>Map skills –</b> geological maps of the UK. OS Maps, GIS, satellite imagery</p>	<p><b>Knowledge check</b> - Retrieval activities in class and Seneca learning quizzes</p> <p><b>Short written tasks</b> - Demonstrating geographical skills and knowledge: Key words, Landform formation How coastal erosion and flooding is managed.</p> <p><b>End Of Unit assessment (summative)</b> – Consolidate geographical skills and knowledge on content delivered in Year 8 complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> <li>• Unit Booklet homework tasks (paper)</li> <li>• Seneca Learning Assignments (digital)</li> </ul>
<p><b>Key vocabulary for this unit:</b> coast, coastal engineers; hard and soft engineering; erosion, solution hydraulic action, longshore drift, headland, bay, beach, caves, arches, stacks, stumps, sediment, groynes, sea walls, riprap/rock armour, beach nourishment; sustainability, social, economic; environmental</p>					

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1-2	<b>Unit 2 – Is the Middle East an important world region?</b>	<p><b>Knowledge:</b>  <b>Locational knowledge</b> spatial awareness of the world’s countries using maps of the world to focus on Middle East, focusing on environmental regions, including hot desert regions, key physical and human characteristics, countries and major cities. key processes in human geography relating to: population, development and; economic activity the use of natural resources.</p> <p><b>Learning journey:</b></p> <ul style="list-style-type: none"> <li>• What is the Geography of the Middle East?</li> <li>• What is the climate of the Middle East like?</li> <li>• How is the population of Middle East distributed?</li> <li>• Economic importance of the Middle East</li> <li>• How developed is the Middle East?</li> <li>• What are the strategies to support development in the Middle East?</li> <li>• Geopolitics and conflict in the Middle East.</li> <li>• Is sustainable living possible in the Middle East?</li> <li>• Why is the Middle East an important world region?</li> </ul>	<p><b>Geographical skills:</b></p> <p><b>Atlas skills</b> -using an Atlas to locate key physical and human features of the ME.</p> <p><b>Map skills</b>  GIS  Using choropleth maps to identify population distribution.</p> <p><b>Graphical skills:</b>  Graphs and charts – climate graphs</p>	<p><b>Knowledge check</b> - Retrieval activities in class and Seneca learning quizzes</p> <p><b>Short written tasks</b> - Demonstrating geographical skills and application of knowledge and understanding:  Key words, population distribution. Climate, development &amp; SDGs. Economic activity and diversification. Sustainable development.</p> <p><b>Longer written task</b>  Sustainable Living in the Middle East..</p> <p><b>End Of Unit assessment (summative)</b> – Consolidate geographical skills complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> <li>• Unit Booklet homework tasks (paper)</li> <li>• Seneca Learning Assignments (digital)</li> </ul>
<b>Key vocabulary for this unit:</b> Climate, desert, population density, diversification, forced migration, refugees, region, Mediterranean climate, population distribution, water scarcity, conflict, sustainability					

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3-4	<b>Unit 3 Disaster by choice?</b>	<p><b>Physical geography</b> relating to: geological timescales and plate tectonics; rocks, weather and climate. Understand how human activity relies on effective functioning of natural systems.</p> <p><b>Learning journey</b></p> <ul style="list-style-type: none"> <li>• What are natural hazards?</li> <li>• What is plate tectonic theory?</li> <li>• What happens at plate boundaries?</li> <li>• What is a volcano?</li> <li>• What are the effects and responses to a volcanic eruption?</li> <li>• What happened at Mt Merapi?</li> <li>• What are the causes, effects and responses to an earthquake?</li> <li>• What is a tsunami?</li> <li>• Disaster by choice?</li> </ul>	<p><b>Geographical skills:</b></p> <p><b>Map skills –</b> topological maps. , GIS Ariel photographs, satellite images Distribution of tectonic activity</p>	<p><b>Knowledge check</b> - Retrieval activities in class and Seneca learning quizzes</p> <p><b>Short written tasks</b> - Demonstrating geographical skills and knowledge: Key words, Tectonic processes Natural hazards, causes, effects and responses</p> <p><b>End Of Unit assessment (summative)</b> – Consolidate geographical skills and knowledge and understanding</p> <p>complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> <li>• Unit Booklet homework tasks (paper)</li> <li>• Seneca Learning Assignments (digital)</li> </ul>
<p><b>Key vocabulary for this unit:</b> natural hazard, hazard risk, geological timescale, tectonic hazard, conservative plate margin, constructive plate margin, destructive plate margin, weathering, metamorphic, sedimentary, igneous, earthquake, plate margin, volcano, prediction, protection, planning, tsunami</p>					

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4-5	<b>Unit 4 – What are the opportunities and challenges in Africa?</b>	<p><b>Knowledge:</b></p> <p><b>Locational knowledge ♣</b> extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, focusing on their environmental regions, including hot deserts, key physical and human characteristics, countries and major cities.</p> <p><b>Place Knowledge ♣</b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.</p> <p><b>Learning Journey</b></p> <ul style="list-style-type: none"> <li>• What is the danger of a single story?</li> <li>• What are the physical and human characteristics of Africa?</li> <li>• What is the history of Africa’s borders?</li> <li>• How does climate vary in Africa?</li> <li>• What are the key characteristics of Tropical Rainforests?</li> <li>• How can tropical rainforests be managed?</li> <li>• What are the challenges and opportunities In the Congo?</li> <li>• What are the key characteristics of hot deserts?</li> <li>• How has desertification impacted the Sahel?</li> <li>• Is Africa overpopulated?</li> <li>• How does development vary across Africa?</li> <li>• What are the strategies being used to support development in Africa?</li> <li>• What are the opportunities and challenges in Central Africa?</li> </ul>	<p><b>Geographical skills:</b></p> <p><b>Atlas skills</b> -using an Atlas to locate key physical and human features of Africa.</p> <p><b>Map skills</b> GIS Using choropleth maps to identify population distribution.</p> <p><b>Graphical skills:</b> Graphs and charts – climate graphs</p>	<p><b>Knowledge check</b> - Retrieval activities in class and Seneca learning quizzes</p> <p><b>Short written tasks</b> - Demonstrating geographical skills and knowledge: Population distribution. Climate, development &amp; SDGs. Economic activity and diversification. Sustainable development</p> <p><b>End Of Unit assessment (summative)</b> – Consolidate geographical skills and knowledge</p> <p>complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> <li>• Unit Booklet homework tasks (paper)</li> <li>• Seneca Learning Assignments (digital)</li> </ul>
<p><b>Key vocabulary for this unit:</b> human geography, physical geography, biome, desert, tropical rainforest, climate, colonialism, conflict, conservation, desertification, ecosystem, migration, nutrient cycle, urbanisation, sustainable development</p>					

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6	<b>Unit 5 LSA Fieldwork Investigation</b>  <b>Unit 6 – What is the challenge of Resource Management?</b>	<p><b>fieldwork</b> in contrasting locations to collect, analyse and draw conclusions from geographical data</p> <p><b>Knowledge:</b> the key processes in: physical geography relating to geological timescales rocks, weathering and soils; including the change in climate. Human geography relating to population and the use of natural resources. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural system.</p> <p><b>Learning Journey</b></p> <ul style="list-style-type: none"> <li>• How do we use the Earth as a natural resource?</li> <li>• What is the importance of the lithosphere?</li> <li>• What is the importance of the biosphere?</li> <li>• What is the importance of the hydrosphere?</li> <li>• What is the impact of burning fossil fuels on the atmosphere?</li> <li>• How can energy be sustainable?</li> <li>• Game – Challenge of resource management.</li> </ul>	<p><b>Geographical skills:</b></p> <p><b>Map skills –</b> topological maps. Thematic maps GIS Ariel photographs, satellite images Thematic maps Graphical Skills Global population Climate</p>	<p><b>Knowledge check</b> - Retrieval activities in class and Seneca learning quizzes</p> <p><b>Short written tasks</b> - Demonstrating geographical skills and knowledge: Key words, Impact of resource use on Earth's spheres.</p> <p><b>Longer written task</b> Fieldwork Investigation at LSA</p>	<ul style="list-style-type: none"> <li>• Unit Booklet homework tasks (paper)</li> <li>• Seneca Learning Assignments (digital)</li> </ul>
<b>Key vocabulary for this unit:</b> resource management, atmosphere hydrosphere biosphere lithosphere natural resources, renewable, non-renewable, fossil fuels, industrial revolution, soil profile; biome, rainforest, water scarcity, national grid, sustainability					