**LSA Geography - Curriculum Map 2021-2022 Year 9**

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| Y9 | Half  term 1 | Half  term 2 | Half  term 3 | Half  term 4 | Half term 5-term 6 | |
| Topics | **Why is the Middle East an important world region?** | **Is Earth running out of natural resources?** | **What is the future for the planet?** | **What are the physical landscapes of the UK?** | **How does Ice change the world?** | **How has London transformed into a global city?** |
| Key terms | Climate, population density, desalination, diversification, forced migration, refugees, Mediterranean climate, population distribution, water scarcity, water security, conflict, dam, reservoir, afforestation, sustainability | Earth’s spheres – atmosphere, hydrosphere, biosphere, lithosphere; natural resources; raw materials; renewable; non-renewable; geologists; igneous, sedimentary, metamorphic, fossilised weathering; freeze-thaw weathering; chemical weathering; biological weathering; Industrial Revolution; porous; clay; impermeable; soil profile; biome; rainforest; water scarcity; crude oil; national grid, sustainability | landfill, microplastics, extraction, Great Pacific garbage patch, gyres  climate change, global warming, greenhouse effect, greenhouse gases, delta  unsustainable tourism, sustainable tourism, mass tourism  wilderness, biodiverse, invertebrates  civil war, internally displaced person  ice sheet, ice shelf, pack ice | landscape, upland, foreground, land use  geology, lowlands, rock cycle, igneous, sedimentary, metamorphic, weathering, erosion, transportation, deposition, magma, limestone pavement, gryke, clints, vegetation  V-shaped river valley, river channel, source, tributary, confluence, watershed, mouth, drainage basin, waterfall, gorge, meander, floodplain  cliff, beach, tombolo, longshore drift  freeze-thaw weathering, corrie, scree, tarn, glacier, ice sheet  relief | Abrasion; arête; corrie; crevasses; drumlins; erratics; fjords; glacier; glacial till; glaciologist; hanging valley; ice age; ice cores; ice sheet; lateral moraine; medial moraine; meltwater; misfit river; moraine; outwash plain, plucking; pyramidal peak; repeat photography; ribbon lake; snout; striations; tarn; terminal moraine; truncated spur; U-shaped valley; zone of ablation; zone of accumulation | Capital city, multiracial, diverse, mega city, borough, commonwealth, colonialism, globalisation, character, migration, immigration, emigration, Windrush, diverse, culture, urban, decay, decline, multiplier effect, containerisation, regeneration, brownfield (and greenfield) economic, social, environmental, urban greening, sustainability, green roof, urban forest. |
| Key Ideas | **Why is the Middle East an important world region?** Students will: identify the meaning of a region  locate the Middle East and its countries  Identify key features of the Middle East’s physical landscape, climate, environments, population distribution and economy  consider the importance of the region to the world.  know the physical landscape of the Middle East  identify the impact of plate tectonics on the Middle East  understand the pattern of climate zones in the Middle East  compare a desert and a Mediterranean climate  understand the distribution of population and ethnic groups across the Middle East  understand the importance of oil to the economies of the Middle East and the world  understand the changing state of development across the countries of the Middle East  compare and understand the reasons for different levels of development and population change for UAE and Yemen  understand the reasons for conflict in the Middle East  identify issues of water scarcity created by the climate of the region | **Is Earth running out of natural resources?**  Students will learn identify the Earth’s spheres and how they are interconnected  understand the concept of geological time  understand the three categories of rocks  understand how rocks are weathered  understand the composition and formation of soils  understand how biomes are formed by the interaction of the Earth’s spheres – rainforest  identify how people use the Earth’s natural resources – rocks, soil, biomes, water, oil  classify and evaluate sources of renewable and non-renewable forms of energy  define a geographical concept – sustainability. | **What is the future of the planet?** Students will: understand that Plastic is a versatile and inexpensive product with many uses. However, it is environmentally indestructible and a major pollutant of the world’s oceans, causing damage to natural ecosystems.  Natural climate change has been happening throughout the Earth’s history. However, since the 1950s there has been a dramatic increase in global temperatures which scientists believe is linked to human activity such as burning fossil fuels and deforestation.  International tourism is growing rapidly. While providing an important source of income and employment, the environment is under threat. Sustainable practices are being adopted to address this issue.  Wilderness – ‘wild’ – areas are natural environments that are largely undisturbed by people. They are important for wildlife, filter and store water and provide opportunities for recreation.  The Antarctic is considered the last true wilderness. It is highly valued for its scientific research and is becoming a more popular tourist destination. | **What are the physical landscapes of the UK?** Students will: understand that the term ‘landscape’ comprises the physical, biological and human elements of a place or view. Landscapes are important in shaping people’s lives.  Geology is a significant factor in the development of UK landscapes.  The physical geography of the UK is shaped by a range of processes including weathering, erosion and deposition. These processes are part of the rock cycle.  Distinctive processes and landforms are associated with rivers, coasts and mountains.  The physical landscape has a significant impact on patterns and processes in human geography, affecting human activity and settlement.  Maps and photos – particularly OS and atlas maps – are useful to geographers in interpreting and understanding physical landscapes. | **How does ice change the world?**  locate the changing global distribution of ice sheets and glaciers  identify human and physical features of a locality.  understand that the world’s distribution of glaciers varies through time  understand how erosion, deposition and transportation create and change landforms  identify and understand how people use glacial landforms  understand how scientists investigate how glaciers are changing | **How has London transformed into a global city?** Students will understand London’s origins as a city and how it has grown to the modern day where its status as a global city can be recognised in various sectors.  Identify changes in the character on London, linked to colonialism and the British Nationality Act 1948. The encouragement of migration post WWII to fill in labour shortages allowed and celebrated the change in character of London and exposed problems within society and government.  Identify a key economic area of London (the Docklands) and how deindustrialisation brought about urban regeneration.  Identify London’s status as the first National Park City and the benefits this brings to people and the environment. |
| Assessment | Assessment 1 unit assessment –written assessment followed by classroom DIRT | N/A | Assessment 2 Unit assessment Written paper followed by classroom DIRT | N/A | Assessment 3  End of year Exam followed by classroom DIRT | N/A |
| Embedding learning | Retrieval tasks. | Retrieval tasks. | Retrieval tasks  Seneca | Retrieval tasks  Seneca | Retrieval tasks  Seneca | Retrieval tasks |