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

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| Y9 | Half term 1 | Halfterm 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, gyresclimate change, global warming, greenhouse effect, greenhouse gases, deltaunsustainable tourism, sustainable tourism, mass tourismwilderness, biodiverse, invertebratescivil war, internally displaced personice sheet, ice shelf, pack ice | landscape, upland, foreground, land usegeology, lowlands, rock cycle, igneous, sedimentary, metamorphic, weathering, erosion, transportation, deposition, magma, limestone pavement, gryke, clints, vegetationV-shaped river valley, river channel, source, tributary, confluence, watershed, mouth, drainage basin, waterfall, gorge, meander, floodplaincliff, beach, tombolo, longshore driftfreeze-thaw weathering, corrie, scree, tarn, glacier, ice sheetrelief | 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 regionlocate 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 Eastidentify the impact of plate tectonics on the Middle Eastunderstand 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 interconnectedunderstand the concept of geological timeunderstand the three categories of rocksunderstand how rocks are weatheredunderstand the composition and formation of soilsunderstand how biomes are formed by the interaction of the Earth’s spheres – rainforestidentify how people use the Earth’s natural resources – rocks, soil, biomes, water, oilclassify and evaluate sources of renewable and non-renewable forms of energydefine 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 3End of year Exam followed by classroom DIRT | N/A |
| Embedding learning | Retrieval tasks. | Retrieval tasks.  | Retrieval tasksSeneca | Retrieval tasksSeneca | Retrieval tasksSeneca | Retrieval tasks |