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| **Our Lady Queen of Peace**  Catholic Engineering College | Curriculum Overview |
| **YEAR 9 Geography** | |

|  | **Knowledge & Understanding** | | | | |  |
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|  | **Composites**  **(Bigger Picture)** | **Components**  **(Key Concepts)** | **Links to NC** | **Recall & Retrieval Practice Focus** | **Key Vocabulary** | **Cultural Capital / Enrichment Opportunities** |
| **Half Term 1 and 2** | **West Africa**  Is West Africa a prisoner of its own Geography? | To explore the reasons for uneven development  To explore the desert biome  To explore how physical geography can hinder or enhance development  To explain sustainable development goals are and how progress is being made towards them  To explore interdependence links within West Africa  Skills – divided bar chart | Locational knowledge – Africa, place knowledge region of Africa, physical geography – climate, physical process influence change, human activity relies on natural systems, – human geography population, urbanisation, international development, economic activity, use of natural resources | There is a mixture of the following recall tasks:  Fortnightly Skills  Continent and ocean mapping  Grid references  Using the figure  Line graphs  4L’s  Misconceptions  Linked Learning – South Asia, Middle East, The Natural world  Key terms definitions  This topic key terms  Y7 Journey around the UK key terms | Development  GNI (Gross National Income per capita)  Water insecurityDesertification  Employment structure  Rural to urban migration Poverty cycle  Foreign direct investment | Monthly geography in the News  Malala ‘We are Displaced’– looking at the works by Malala to have a better understanding of real life issues facing refugees |
| **Half Term 2** | **The UK**  Is our Weather becoming more extreme? | To describe and explain climate patterns across the UK  To explore the causes of climate change  To explore the effects of climate change on weather across the UK.  To explain the effects of climate change on UK coastal landscapes  Fieldwork – to investigate infiltration rates around the school site  Skills: Isoline maps | Physical geography, weather and climate, including change from ice age to the present, coasts, how processes interact to influence and change the landscapes and climate.  Fieldwork | There is a mixture of the following recall tasks:  Fortnightly Skills  Scatter graphs  Percentage increase and decrease  4L’s  Misconceptions  Linked Learning – the natural world. Journey around the UK,  Key term definitions  This topics key terms  Y7 Journey around the UK key terms | Anticyclone  Low pressure  High pressure  Extreme weather  Climate change  Global warming  Infiltration | Monthly Geography in the News |
| **Half term 3 and 4** | **The Americas**  How diverse are the Americas? | To describe how people have adapted to living in cold environments  To be to describe and explain the social and economic inequalities in USA  To explore the Black Lives Matter movement in the USA and to interpret the global response to the movement  To explore the causes of migration, what life is like along the Mexico USA border and the impacts of migration for source and host countries.  To describe the physical geography of South America  To investigate the world’s most sustainable city  To explore fantastic places across South America  Skills – Flow line maps | Human geography – international development, population and urbanisation, human activity relies on effective functioning of natural systems | There is a mixture of the following recall tasks:  Fortnightly Skills  Pie chart  Proportional symbol maps  Isobar maps  4L’s  Misconceptions  Linked learning – Europe topic, South Asia topic, Living sustainably topic  Key term definitions  This topics key terms  Y8 Hazards key terms | Inequality  Opportunity  Challenge  Systemic racism (institutional racism)  Economic migration  Sustainable urban areas | Monthly Geography in the News  Extracts from Stacey Dooley “life on the border”  Extracts from Simon Reeve “The Americas” |
| **Half Term 5** | **Life Under water**  What issues do our oceans face? | To explore the marine habitat  To explain how we are dependent on oceans  To describe the sustainable development goals  To explain the impact of climate change on our oceans  To investigate the causes and effects of plastic in our oceans  Skills – describing distributions | Links to NC – physical geography coasts, human activity relies on effective functioning of natural systems | There is a mixture of the following recall tasks:  Fortnightly Skills  Divided bar chart  Flow line maps  Measuring distance  4L’s  Misconceptions  Linked learning – UK weather topic, living sustainably, West Africa topic, hazards in southern hemisphere  Key term definitions  This topics key terms  Y8 The Middle east Key terms | Sea  Ocean  Coral bleaching  Biotic  Albedo  Gyre  Marine ecosystem  Marine pollution  Microfinance  Microplastic  biodegradable | Monthly geography in the news |
| **Half Term 6** | **Becoming a global citizen**  How can I be a global citizen? | To collect fieldwork data on the sustainability of the local coastline  To understand the key global issues affecting the future of our planet  To ensure students are informed global citizens who can make informed choices by the end of the KS3 course | Fieldwork,  OS maps in the field, Physical geography - coasts, how human and physical processes interact to change environments | There is a mixture of the following recall tasks:  Fortnightly Skills  Divided bar charts  Contour and measuring distance  4L’s  Misconceptions  Linked learning - The Americas, Life under water, Y7 living sustainably, Y8 South Asia, Y8 Middle East,  Key term definitions  This topics key terms  Year 7 and 8 key terms | Sustainability  Global Citizen  Conservation  Fossil Fuels  Fast fashion  Hard engineering  Softe engineering  Greenwashing  Poverty | Trip to Sefton Sand Dunes  Monthly geography in the news |

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| **Key Assessments** | | | |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| HT1 - Economic activity lesson in West Africa topic | Key piece of work: A country that has many natural resources will be more developed. Do you agree? Explain your answer. | Assessing do you agree style questions (key skill for year 9) | Teacher marked/ written feedback |
| HT1 -Rural to urban migration lesson in West Africa topic | Key piece of work: Use the figure to Explain the opportunities and challenges of living in a mega city | Assessing explain/ use the figure questions – assessing analysis of figures – key skill for year 9 | Teacher marked/ written feedback |
| HT2 - End of West Africa topic | End of topic test –  Components – location, definition of development, physical opportunity, physical challenge, socio-economic opportunity, socio-economic challenge  Big question – West Arica is a prisoner of its own geography. Do you agree? Explain your answer | Components assess knowledge of the topic. All the components will help to answer the big question. Do you agree is the Key assessment skill being taught in year 9 | Component questions will be peer marked.  Big question will be marked by teacher and written feedback given.  Results stored on Simms tracker – EE, WE, JB, WB |
| HT2 – completing and describing weather maps (isocline) | Key piece of work – assessing Key skills for year 9. | Key skills assessed for year 9. | Teacher marked/ written feedback |
| HT2 – fieldwork write up key piece | Key piece of work – fieldwork write up | Fieldwork is a key geographical skill | Teacher marked/ written feedback |
| HT3 – Mid year assessment | Components – descriptions of weather patterns, causes, effects of extreme weather  Big question –Is our weather becoming more extreme? Do you agree? Explain your answer  Recall from previous topics and previous years | Components assess knowledge of the topic. All the components will help to answer the big question. Do you agree is the Key assessment skill being taught in year 9 | Assessment will be marked by teacher and feedback will be given in verbal whole class feedback lesson.  Results stored on Simms tracker – EE, WE, JB, WB |
| HT3- Is the USA a truly developed country lesson | Key piece of work: The USA is a well developed country. Do you agree? Explain your answer | Assessing do you agree style questions (key skill for year 9) | Teacher marked/ written feedback |
| HT4 – The Americas lesson | Key piece of work – Curitiba is a sustainable city. Do you agree. Explain your answer | Assessing do you agree style questions (key skill for year 9) | Teacher marked/ written feedback |
| HT4 -End of The Americas topic | End of topic test  Components – key components | Components assess knowledge of the topic. All the components will help to answer the big question. Do you agree is the Key assessment skill being taught in year 9 | Component questions will be peer marked.  Big question will be marked by teacher and written feedback given.  Results stored on Simms tracker – EE, WE, JB, WB |
| HT5 – Ocean lesson | Key piece - the value of oceans – do you agree? | Assessing do you agree style questions (key skill for year 9) | Teacher marked/ written feedback |
| HT 5 -Life under the ocean key piece | Key piece – Plastic pollution effects – do you agree? Using the figure | Assessing do you agree and analysing figure (key skills for year 9) | Teacher marked/ written feedback |
| HT6 -End of year assessment (End of Life under water topic) | End of year assessment – questions from all three previous topic tests including knowledge and skills. Including recall from Y8. | Components questions from previous topics to assess knowledge of whole year. Skill completion/interpretation questions on divided bar chart, flow line maps, and measuring distance | Assessment will be marked by teacher and feedback will be given in verbal whole class feedback lesson.  Results stored on Simms tracker – EE, WE, JB, WB |