

Geography

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Curriculum Intent: Geographers are the heroes of tomorrow; they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. Geographers are critical thinkers; they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. Geographers are global citizens; they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. Geographers enjoy learning beyond the classroom; they undertake fieldwork to test the theories of our subject and gain first-hand experience of geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	Topic: What are the opportunities and challenges of glaciated landscapes? This topic will blend the disciplines of physical and human geography. It will study how the glaciated landscape system works and investigates the lives of people who call the mountains home.	All topics will be based on an enquiry led approach, posing geographical questions about the contemporary issues in the world today. Students will develop their geographical skills and knowledge through: • Understanding how and why places are arranged on Earth as they are. • Exploring what makes each location unique and how local people experience it. • Discovering the natural earth processes and systems that shape our natural landscapes and climates. • Investigating the relationships between people and the natural world. • Consider how places and environments change over different timescales. • Link local, regional and global patterns and issues. • Recognise the variety of cultures, landscapes and environments on Earth. • Examine how people, places and environments are interconnected. • Learn how evidence, data and viewpoints can be analysed and explained. The threads of sustainability and climate change will run throughout each topic.
Autumn Term 2	Topic: How sustainable is life in the Middle East? This topic will study the climate, natural resources and demography of the Middle East region to explore just how sustainable life is here.	
Spring Term 1	Topic: What is the geography of disease? Understanding how and why contagious disease spreads around the world is vital if we are to prevent future pandemics. Students will study the nature of disease diffusion, its links to human actions and economic development and what strategies can be used to mitigate the prevalence of disease.	
Spring Term 2	Topic: Can the world become a fairer place? Economic development across the world is uneven leading to inequalities and unfairness. This is also the case at a national and local levels. The topic will explore how we measure these inequalities and what is being done to address them.	

Summer Term 1	Topic: How can technology support development? Advances in technology mean geographers can apply approaches to global issues in a way that wasn't possible in the past. From supporting economic development and education, reducing inequalities and securing food, medical and energy supplies, technology is now pivotal in solving the worlds issues.	
Summer term 2	Topic: Changing Climate The final lessons of Y9 will focus on the challenge presented by climate change. We will be teaching the first topic of the GCSE course and students who have selected GCSE Geography will begin working in their KS4 books. This will help their transition to Y10 in September.	
Homework: Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide a resource that can be used towards revision for their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.		
Assessment: In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic. Formal assessments will include: • November: Glaciated Landscapes and geographical skills • May: The Middle East, global development, disease and geographical skills		
Links to Personal Development: The topics studied in Year 9 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include glaciologists, development aid workers, foreign diplomats and sustainable transport planners. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.		
How is my knowledge further developed in GCSE? As students move on to study GCSE Geography they will find the topics covered during KS3 provide them with a good hinterland knowledge on which to build an even deeper understanding. Year 10 topics such as Sustaining Ecosystems and Distinctive Landscapes will build directly on the work of KS3 which topics such as Urban Futures and Resource Reliance will provide newer learning. Similarly, the graphical, cartographic and maths skills practiced during KS3 will be use at GCSE and students should be confident applying these skills to their GCSE learning.		