



The English Martyrs Catholic School and Sixth Form College

Geography Year 9	Module 1 Hazardous World (Physical)	Module 2 Dangerous World	Module 3 Asia and summer investigation
Topic Theme and Intent	The main intent of this topic is to provide a challenging topic based on the conceptual knowledge of 'physical processes'. This topic has a good holistic approach to many concepts in Geography which allows students to apply the knowledge they have developed, to new contexts e.g. comparing volcanic eruptions requires physical processes, but also links to development indicators and issues with population. Climate change is our biggest contemporary hazard and will be explored in depth here.	This topic is a summative collection of several concepts from the development gap, population, migration, physical environments etc. Therefore there is a lot of prerequisite knowledge that is needed before the topic can be studied, leading to its placement towards the end of key stage 3. Conflict, disease and crime will inevitably affect most students' lives at some point. Understanding the causes of these in various contexts of development and physical environments will support their understanding. It is an important topic to study to support their global understanding.	This topic aims to extend several strands of knowledge that have been developed throughout key stage 3 Geography. These include climate change, plate tectonics, physical processes, sustainability, population issues and others. Asia is used as a conduit to embed and secure key concepts of these themes. There are many opportunities to remember concepts from the rest of KS3
Knowledge	<ul style="list-style-type: none"> • Risk and Hazards as a theoretical concept • Structure of the earth • Tectonic plate, mechanisms and movement • Seismicity • Volcanicity • Hazard management, volcanoes focus • Inequality and hazards – case studies • Wildfires, nature, cause, effect, response climate change 	<ul style="list-style-type: none"> • Crime, space and place • Local crime patterns and explanations • Crime at sea • Crime on land (global) • Diseases of affluence and poverty • Conflict and geopolitics • Conflict and development 	<ul style="list-style-type: none"> • Spatial variations across Asia • Population patterns • Natural hazards • Tropical storms and Haiyan • Fold mountains and plate tectonics. • Climate change and TRS • China, emissions and management • The Three Gorges Dam
Skills	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. Annotated sequence diagrams. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) (choropleth maps, topological maps)	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. GIS knowledge and interpretation, internet research of local crime patterns. Interpretation of choropleth maps, graphs and charts	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. Interpretation of choropleth maps, graphs and charts. Interrelation patterns and correlations, line of best fit and scatter graphs.
Literacy Links	<p>Reading - Several opportunities for extended reading.</p> <p>Writing – write like a geographer use of TEA strategy for picking out trends. 'judgement and 'extent' Q</p> <p>Oracy – High expectations of use of key words throughout</p>	<p>Reading - Several opportunities for extended reading including causes of wildfires, examples of eruptions. Categorising written information into economic, social, environmental is revisited, as well as a new idea of classifying into local, regional and global</p> <p>Writing Emphasis on securing TEA and BLT statements. -</p> <p>Oracy - oracy objectives in the lessons focused on tier 2 and tier 3 vocabulary in BLT statements</p>	<p>Reading skills: Interpret a range of extended texts</p> <p>Writing skills: Continuation of BLT (because, leads to, therefore) but focused on deserts, rainforests, human activity etc.</p> <p>Oracy skills: oracy objectives in the lessons focused on tier 2 and tier 3 vocabulary.</p>
Essential Vocabulary	Convection, Mantle, Oceanic crust, Continental crust, Destructive, Constructive, Conservative, Subduction, Epicentre, Focus, Super volcano, Caldera, Composite, Shield, Mitigate, Wildfire, Climate change	Infrastructure, Relative poverty, Designing out, Mitigation, Globalisation, Piracy, Endangered, Extinct, Poverty cycle, Resource insecurity, sanitation, Life expectancy, geopolitics, Disease of affluence, disease of poverty	Sparsely, Densely, Destructive, low pressure, Subduction, sedimentary rocks, Oceanic, continental, Syncline, Anticline, Geosyncline, Fold mountain, Evaporation, Condensation, Coriolis, Renewable

Disciplinary Reading

Greta Thunberg, **No one is too small to make a difference**

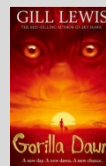
Will McCallum **How to give up plastics**



Reading for Pleasure

Gill Lewis, **Gorilla Dawn**

Kirstenn A Hite, **An introduction to Global Issues.**



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