

Curriculum Overview

Subject: Geography

Year Group: 9



Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way, pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: *Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present learning about the structure of the earth, plate tectonics and developing an understanding of Earthquakes and Volcanos. Focus on specific case studies to apply understanding. Learning about the reasons behind different weather patterns, understanding specific weather hazards (hurricanes), looking at climate change and linking this to the increase in weather hazard events.	KNOWLEDGE/SKILLS Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: *Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Pupils will look at different types of resources with particular attention to the significance of food, water and energy to economic and social well-being as well as an overview of global inequalities in the supply and consumption of resources. Pupils will also learn about conflict at different scales as well as understanding where conflicts are occurring around the world.	KNOWLEDGE/SKILLS Locational knowledge Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Americas, Europe, Africa, Russia, Asia, and Middle East. Focusing on their environmental regions, including hot deserts, key physical and human characteristics, countries and major cities. Pupils will be looking at different climate zones and the various ecosystems it has. They will then focus on rainforests, desert, and coral reef in order to understand their development and the adaptations of plants and animals. Pupils will also look different aspect of Russia; climate, comparing urban and rural Russia, physical & human feature, natural resources as well as nuclear energy (Chernobyl case study).
KEY ASSESSMENTS Half term 1: Tectonic Hazards (Mid/EOTT) Half term 2: Extreme Weather (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Local action global effects (Mid/EOTT) Half term 2: Conflict (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Ecosystems (Mid/EOTT) Half term 2: Russia (Mid/EOTT)

Extended reading suggestions and external resources:

BBC Bitesize <http://www.bbc.co.uk/education/subjects/zrw76sg>
 Geography all the Way http://www.geographyalltheway.com/ks3_geography.htm
 Learn on the Internet <http://geography.learnontheinternet.co.uk/ks3/index.html>
 3D Geography <http://www.3dgeography.co.uk/>

Geography Year 9 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Knowledge	<p>I know: about the geography of the UK and wider world - how to describe physical and human characteristics of places within their wider locations and contexts - a detailed example to show this</p>	<p>I know about and understand: - the geography of the UK and the wider world - how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales - contrasting examples to show this</p>	<p>I can: make links between the geography of the UK and wider world - use these links to analyse the physical and human characteristics of places, using a wide range of locations, contexts and scales - use contrasting examples, including areas at different stages of development</p>	<p>I can: - make links between the geography of the UK and wider world - use these links to analyse the physical and human characteristics of places - explain changes in the characteristics of places over time, using a wide range of locations, contexts and scales - use contrasting examples, including detailed information of areas at different stages of development</p>
Understanding	<p>I can: - describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there - describe and begin to explain geographical patterns - understand some ways that human activities cause environments to change - recognise the range of views people have about environmental interaction and change</p>	<p>I can: - describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places - understand how physical and human processes lead to change in places - identify geographical patterns at a range of scales - recognise how conflicting demands on the environment may arise - describe and compare approaches to managing environments - appreciate that different values and attitudes can result in different approaches to environmental interaction and change</p>	<p>I can: describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places - understand how physical and human processes lead to change in places - identify geographical patterns at a range of scales - recognise how conflicting demands on the environment may arise - describe and compare approaches to managing environments - appreciate that different values and attitudes can result in different approaches to environmental interaction and change</p>	<p>I can: analyse the interactions within and between physical and human processes - show how these interactions create diversity and interdependence and help change places - describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result - analyse different approaches to managing places and explain the causes and consequences of environmental change - understand how the interaction between people and environments may result in complex and unintended changes - describe a range of views about environmental interaction</p>

Geographical Enquiry and Skills	I have: started to suggest relevant geographical questions - selected information and sources of evidence, being aware of bias and recognising different points of view - presented my conclusion in a sensible way, in writing and graphical form using maps, GIS and/or images	I have: asked relevant geographical questions - suggested an appropriate sequence of investigation - selected information and sources of evidence, identified potential bias and analysing different points of view - presented my findings clearly using maps, GIS, graphs and/or images - Based my conclusions on evidence	I have: - asked relevant geographical questions - suggested an appropriate sequence of investigation - selected information and sources of evidence, identified potential bias and analysing different points of view - presented my findings clearly using maps, GIS, graphs and/or images - Based my conclusions on evidence	I have: developed and planned independent enquiry and critically evaluated my work - evaluated sources of evidence critically including a wide range of maps, GIS, images and/or graphs before using them in my enquiry. - presented my findings clearly with well-reasoned conclusions
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