GEOGRAPHY

Year 9

What are the aims and intentions of this curriculum?

Key Stage 3 geography should equip pupils with knowledge about diverse places, people, resources and natural and human environments. Progressively, pupils will grow their knowledge about the world and they will be able to deepen their understanding of the interaction between physical and human processes.
The aim of our Year 9 Curriculum is to:

- Prepare students for the future by developing key communication, literacy and digital and online skills.
- Allow students to experience the importance of creativity, wellbeing and individuality
- Allow students to experience a curriculum with a richness, breadth and depth that develops a web of knowledge by participating in various excursions and competitions, to demonstrate how to utilize geographical knowledge.
- Give students equitable opportunities for success

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	**The Hydrological Cycle, Water Pathways, Rivers, River flooding** *Careers: hydrologist, meteorologist, urban planner*	**What are the various pathways water takes on earth?** Students will develop their understanding of the hydrological cycle and water pathways on earth. Students will acquire increased knowledge of the processes and resultant landforms associated with the rivers and their drainage basins, from the source to the mouth. They will also become more aware of the impacts and methods of flood management in more developed countries (MDC's) and less developed countries (LDC's). **Key Terms**: condensation, precipitation, transpiration, throughflow, overland flow, aquifer, groundwater, drainage basin, watershed, source, mouth, confluence, tributaries, flood plain, meanders, oxbow lake, estuary, hard and soft methods of flood management.	Students will draw, colour and label diagrams of the hydrological cycle, water pathways, the drainage basin, river valleys and landforms such as oxbow lake formation. They will utilize OS (ordnance survey) maps to enhance their map reading skills, such as using grid reference, giving directions and measuring distance. Students will use GIS and maps to analyze flood risks, assess the impacts of flooding and to devise flood management strategies for the sites.	• Termly Tests • Homework • Group Presentation on primary and secondary impacts of flooding • Class activities • Peer assessment

Autumn 2	**Waves, Coastal processes and landforms** *Careers: civil engineers, coastal management consultant*	**How does wave action result in the formation of coastal landforms?** Students will learn about wave formation and the processes by which they carry out erosion. They will also learn about the role of erosion, longshore drift and deposition in the formation of coastal landforms such as bays, headlands, stack, beaches, spit, and bars. **Key terms:** Constructive and destructive waves, fetch, wavelength, wave height, cliffs, notch, wave-cut platform, caves, headlands, bays, longshore drift, arches, stacks, stumps, beach, spit, tombolo	Students will draw, colour and label diagrams of longshore drift and stages in the formation of various coastal landforms such as stacks and stumps. They will utilize OS maps to improve their map reading skills, such as grid reference, interpreting cross-sections, identifying directions and measuring distance. Students will use GIS, maps and photographs to identify coastal landforms and to interpret changes along coastlines. **Fieldwork:** students will carry out fieldwork activities to examine the fluvial processes and landforms within the Cuckmere Valley and coastal processes, marine erosion and landforms at Birling Gap and Seaford Head.	• Homework • Making models • Worksheets • Class activities • Peer assessment
Spring 1	**Weather and climate, Climate Changes, Glaciation** *Careers: hydrologist, meteorologist, urban planner* **PSHE-pg.34: physical health and fitness;** **pg. 36: mental wellbeing,**	**How do weather and climate events impact human activities?** Students will develop an appreciation for weather forecasting by learning about the weather elements, their measurement and their impact on weather conditions. The factors which determine climatic regions will be examined and will enable students to be knowledgeable of the world's climatic regions. Students will increase their knowledge of past climate changes as well as the issues related to current climate change. Students will gain an understanding of the formation of glaciers and glacial landforms in the United Kingdom and their impacts on present day landscapes. They will also examine the importance of glacial landscapes to humans eg. quarrying, tourism and agriculture.	**Fieldwork**: students will visit FSC Amersham to carry out field investigations which involve the measurement of weather elements and the study of three microclimates. Students will use numerical data to analyse climate graphs of various climatic regions. They will also analyse line graphs of global temperatures over centuries so as to ascertain trends. Students will debate the role of humans in causing global warming as well as the efforts to mitigate climate change. Students will label and shade the climatic regions on a world map. They will also draw and label diagrams of erosional and depositional glacial landforms eg. corrie, arete and moraine.	• Home Work • Research • Group presentation • Worksheets • Peer assessment

		Key Terms: Atmosphere, greenhouse effect, storm surge, evacuation, high pressure, low pressure, corrie, moraine, arete, pyramidal peak		
Spring 2	**Demography- Population density and distribution, population changes, population structure, migration, urbanisation** *Careers: urban planning, statistician, social researcher, policy consultant, sustainability consultant* PSHE-pg. 29: Sexual health; pg. 37: health and prevention	**What changes are experienced in human populations spatially and temporally?** Students will develop an awareness of the factors which influence population distribution and density globally. The demographic transition model will be examined and its merits and demerits assessed. The structure of various populations will also be examined and the factors which influence the shape of their population pyramids will be highlighted. Students will increase their knowledge of the types of migration and the push and pull factors involved. **Key Terms**: birth rates, death rates, natural increase, demographic transition model, population pyramid, push and pull factors, life expectancy, dependency ratio **What are the causes and challenges of rapid urban change?** Students will develop a greater understanding of the factors which lead to the growth of towns and cities and the effects of such growth. They will garner the knowledge which will enable them to appreciate the need for sustainable cities. **Key Terms**: urban, rural mega cities, world cities, formal and informal economies, squatter settlements, pollution	The students will analyse dot and choropleth maps to draw conclusions about the factors which influence popluation density and distribution. Students will interpret the demographic transition model and population pyramids of various countries, they will identify the characteristics and account for differences. Students will conduct online research to compile demographic statistics for various countries. The will use migration data to construct flow line maps and to analyze patterns. Students will locate on maps, major urban areas in the United Kingdom and worldwide. They will use satellites images, maps, photographs and GIS and to identify land use zones and urban problems such as inadequate housing, crime, overcrowding, traffic congestion and pollution.	• Homework • Create flow line maps • Drawing population pyramids • Group presentation on sustainable cities • Peer assessment

Summer 1	**Development-m**easuring development, contrasts in development, global inequality *Careers: international relations, aid worker, sustainability consultant* **PSHE-pg. 29: Sexual health; pg. 37: health and prevention**	**What is the scale of global inequality and how can it be reduced?** Students will develop an understanding of the meaning of development, by examining the indicators and the merits and demerits of their use. They will become knowledgeable of differences in the development stages of various countries and the causes of such contrasts. Students will become knowledgeable of globalization and the increased role it has played in outsourcing and the spread of trans national corporations. **Key Terms:** HDI, literacy rate, GDP, life expectancy, GNP, GDP PP, FDI, globalization, outsourcing, TNC, Core, periphery, standard of living	Students will analyse line graphs and calculate rates of change and growth in various economies. They will also compare rankings of countries using development measures Students will debate the contrasts in development and causes of global inequality based on research. They will also research and debate the advantages and disadvantages of foreign direct investment and trans national corporations in lesser developed countries. Students will participate in World Environmental Day activities, through class discussions, debates, poster/comic/poem creation and display and conducting and presentation during assembly.	• Termly Tests • Homework • World Environmental Day activities and presentation
Summer 2	**Transition weeks** **Alliance Challenge** **Rocks, Weathering** *Careers: climatologist, geologist, soil scientist, meteorologist*	The new students will be provided with two weeks transition programme which includes presentations and activities geared towards enhancing their capabilities to make good choices, display positive behavior and attitude for learning. During Alliance Challenge, the form classes are given tasks to complete as they compete for the top place. **How are the types of rocks formed?** Students will enhance their knowledge of the characteristics of each type of rock as well as their formation. They will understand the inextricable links amongst the rock types through the rock cycle. **Key Terms**: igneous, sedimentary, metamorphic, rock cycle **How are rocks weathered?** Students will broaden their knowledge about soil formation as the processes of weathering are examined. The role of the weather and	Students will develop communication and collaborative skills as they work together during the Transition period. During the Alliance Challenge, their creative, innovative and collaborative skills are enhanced. They are able to communicate more with their peers as they work together and present their productions. Students will use photographs and video presentations to classify rocks based on their characteristics. They will also interpret geological and relief maps to compare rock types with the landscape. Students will observe photographs and in lesson demonstrations to identify weathering processes.	• Discussions • Worksheet • Presentations • Homework • Peer assessment

		humans on the breaking down of rocks is highlighted. **Key Terms**:physical, chemical and biological weathering processes, regolith, soil		