



## Year 9 Geography PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>

**Curriculum Intent**

**Provide students with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.**

- Teach students geographical skills such as map work, interpretation of graphs and data in lessons.
- Provide extra-curricular opportunities clubs and trips for students within the year.
- Develop their understanding of geographical knowledge in lessons and regularly assess this through assessment tasks.
- Develop enquiry and fieldwork skills to enable students to investigate local issues.
- Student use creative skills in lessons and when completing homework tasks.
- Use the skill of empathy and decision-making during lesson activities.
- Regular use of independent, pair and group work.
- Develop student literacy and numeracy skills.
- Encourage curiosity about the world – physical and human processes. Students to develop an understanding that it is important to use the world sustainably and challenge injustice.
- Students are introduced to the important roles that decision makers, journalists, environmental pressure groups and leaders of countries would fulfil.

**Clearly state the end points that students are building towards and the knowledge and skills required to reach them.**

- Clear learning objectives and lesson outcomes.
- Students are aware of their pathways and have a clear understanding of their strengths and targets for improvement.
- Clearly structured assessments that test student understanding and identify gaps in knowledge and next steps.
- Regular use of peer/self-assessment and opportunities to reflect on understanding and progress.
- Building pathway to GCSE/ A Level Geography.

**Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.**



- Planned so that students have a variety of physical and human geography topics and understand connections.
- Provide students with geographical knowledge of a range of places and scales.
- Basic skills are taught and revisited throughout SofL. Students are encouraged to make synoptic links between topics of study.
- Students are introduced to a skill before being assessed on them.
- Topics taught are interlinked and reflected in a metacognitive approach.

**Has high ambition for all students**

- Regular use of extension/ stretch activities.
- Challenging assessment tasks are developed with a range of question type (GCSE-style assessments)
- Critical thinking skills are explored and developed.
- High expectations are apparent to students throughout the year.

Term	Topic	No. of Lessons	Assessment
Autumn 1	<p><b><u>Natural Hazards</u></b></p> <p>Content: Students will learn about the structure of the Earth and what happens at plate boundaries. They will investigate two examples of earthquakes and consider reasons for differing impacts. Students will also learn how earthquakes can be managed. Students will then learn about the different types of volcanoes and volcanic hazards and assess which volcanoes are most hazardous. Finally they will learn how tsunamis occur and evaluate which is the most dangerous hazard.</p> <p><b><u>Skills:</u></b> research skills, interpreting data, investigation of sources of evidence, interpretation of photographs, making links. Literacy skills – key terms.</p>	12	<p>H/W: Research recent tectonic event.</p> <p>H/W Comparison of two contrasting tectonic events.</p> <p>H/W – what are the benefits of living in volcanic areas.</p> <p>Assessment</p>
Autumn 2	<p><b><u>International Development</u></b></p> <p>Content: Students investigate what development is and what it means to different people. They will compare different ways to measure development and consider which is most reliable. To consider reasons why some places are less developed than others. To find out ways in which organisations and countries can help others to develop – aid and trade. To consider which is most effective and reflect on own role e.g. buying Fairtrade products. To find out about the SDG's and reflect on what actions can be made to make the world a better place.</p>	9	<p>H/W – Calculate your own ecological footprint.</p> <p>H/W- Research a country which suffers from poverty. Consider the reasons for this and find out what is being done about this.</p> <p>Assessment</p>



	<p><b>Skills:</b> Interpretation of political cartoons / images. Choropleth maps, interpreting data sets, making connections, considering the limitations of data presentation techniques. Literacy skills – key terms.</p>		
Spring 1	<p><b>Climate Change</b></p> <p>Students will investigate how and why the world’s climate has changed over time. They will recap what they know about the natural and enhanced greenhouse effect. Students will investigate which countries are most responsible for emissions and the impact of climate change. Students will learn about environmental refugees and the impact of climate change on Bangladesh. They will also investigate how climate change may lead to more extreme weather events and how this will affect named places. Students will also investigate the global agreements in place to tackle the issue of climate change.</p> <p><b>Skills:</b> Interpreting data, using an atlas, locating places on maps, identifying trends from data, interpreting a range of different data sets, categorising impacts into social, economic and environmental.</p>	10	<p>H/W – Research one of the strategies that Bangladesh has used to manage climate change and write an A4 newspaper article about this.</p> <p>H/W – Plan a speech to be delivered to the UN on the issue of climate change.</p> <p>Assessment</p>
Spring 2	<p><b>Globalisation</b></p> <p><b>Students</b> will learn about globalisation and what this means. They will investigate the factors that have made the world more globalised and created a shrinking world. Primark will be investigated as an example of a TNC – how has it become more globalised and why. Students will investigate fast fashion and the social and environmental impacts of this. They will also reflect on what it means to be an ethical consumer and investigate how companies are reducing their impact.</p> <p><b>Skills:</b> Literacy – use of key terms, interpretation of images / political cartoons. Interpretation of maps, graphs and data sets.</p>	8	<p>H/W – Find 10 items of clothes or shoes. State what brand it is and where was it made. The label should tell you this information. Then research where the company brand’s headquarters are located.</p> <p>Assessment</p>
Summer 1	<p><b>People and the biosphere</b></p>	8	<p>H/W – Use your devices to research named examples of where ecosystem exploitation</p>



	<p>Students begin to cover GCSE Topic 3. They will learn about the world's main biomes and the differences between them. They will consider the main reasons why biomes are located where they are e.g. global factors. They will also learn about local factors that influence biome location. Students will consider the value of biomes to humans – services and goods that they provide. They will also investigate how biomes can be used sustainably or exploited. They will find out the importance of biomes to the hydrological, nutrient and carbon cycle and consider how humans may disrupt these cycles. Students will be introduced to the theories of Malthus and Boserup and decide which is most applicable to our world today.</p> <p><b>Skills:</b> Interpreting and drawing climate graphs. Literacy – key terms. Drawing annotated diagrams. Interpreting nutrient cycle diagrams. Interpreting maps and using a key. Research skills.</p>		<p>occurs and the impacts of this exploitation.</p> <p>H/W – prepare a speech for class debate – Malthus or Boserup – who is right?</p> <p>Assessment:</p>
<p>Summer 2</p>	<p><b><u>Forests under threat</u></b></p> <p>Students learn about two different types of forests – Tropical rainforests and Taiga. They will investigate the climate and identify how plants and animals are adapted to these biomes. Students will then learn about the direct threats and indirect threats to these forests. They will also consider different ways in which these forests can be managed and assess which are the most sustainable.</p> <p>Skills: Making links between topics of study, collaboration, presentation skills, forming a judgement, interpretation of aerial photographs, maps,</p>	<p>8</p>	<p>H/W: Research how environmental groups protect forests.</p> <p>DME: Group presentation – how should Madagascar's forests be used?</p>