



Subject: GEOGRAPHY

Year Group	YEAR 9					
Subject intent	<p>The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.</p> <p>Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.</p> <p>Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography.</p> <p>Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.</p>					
Subject Implementation	AUTUMN 1: RESTLESS EARTH	AUTUMN 2: RELIABLE RESOURCES	SPRING 1: RUSSIA'S GEOGRAPHY	SPRING 2: GROUNDBREAKING GLACIATIONS	SUMMER 1: ADVANCING ASIA	SUMMER 2: ADVANCING ASIA (cont.)
Knowledge	<ul style="list-style-type: none"> Geological Time and Continental Drift Structure of the Earth Plate Boundaries Earthquakes Case Study: 2011 Japan Earthquake and Tsunami Volcanoes Case Study: Mt St Helens Eruption Managing Tectonic Hazards 	<ul style="list-style-type: none"> Energy Usage Renewable Energy Sources DME: Building a New Wind Farm Non-Renewable Resources Reducing Energy Consumption Future of Energy in the UK Fieldwork: Rating St Martins Environmental Impact 	<ul style="list-style-type: none"> Physical and Human Features of Russia Population of Russia Biomes of Russia Taiga Forest Biome Threats to Taiga Forests Mineral Extraction in the Tundra Russo-Ukrainian Conflict since 2014 Russia and the European Energy Crisis 	<ul style="list-style-type: none"> Introduction to Glaciers Glacial Processes Formation of a Corrie Formation of a Glacial Trough Landforms of Glacial Deposition Glacial Landscapes in the UK 	<ul style="list-style-type: none"> Physical and Human Features of China China's Mountain Biome China's Population One-Child Policy Challenges of China's Economic Boom Three Gorges Dam Social Geography: Uyghur Muslims in Xinjiang India's Global Cities Rural-Urban Migration in India Challenges and Opportunities of Mumbai India, Globalisation and TNCs India's Space Race 	
Skills	<ul style="list-style-type: none"> Map reading Decision-making exercise Interpreting graphs 	<ul style="list-style-type: none"> Interpreting satellite imagery Map reading 	<ul style="list-style-type: none"> Map reading Decision-making exercise Interpreting graphs 	<ul style="list-style-type: none"> Graph inference Photographic inference Drawing diagrams 	<ul style="list-style-type: none"> Map reading OS Map skills Decision-making exercise 	



	<ul style="list-style-type: none"> ■ Photographic inference ■ Interpreting pie charts ■ GIS ■ Drawing diagrams ■ Line graph inference 	<ul style="list-style-type: none"> ■ OS Maps ■ Photographic inference ■ Decision-making exercise ■ Interpreting bar charts ■ GIS ■ Data presentation 	<ul style="list-style-type: none"> ■ Photographic inference ■ Data collection ■ Data presentation 	<ul style="list-style-type: none"> ■ OS Maps ■ Four and six-figure grid references ■ Sketch drawings ■ Decision-making exercise ■ Extended writing 	<ul style="list-style-type: none"> ■ Satellite imagery inference ■ Drawing pie charts ■ Decision-making exercise ■ Interpreting graphs ■ Photographic inference ■ Extended writing ■ Drawing diagrams
Subject Impact	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments.
Assessment	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests.