



# Curriculum Overview

## Curriculum Area: Geography Year: 9

### Year 9 Curriculum:

#### **Autumn Term A: Earthquakes and Volcanoes**

This unit covers the distribution of earthquakes and volcanoes, the processes responsible for earthquake and volcanic events and the landforms associated with them. Pupils investigate current knowledge about the prediction, prevention and management of earthquakes and volcanoes and understand why people continue to live in hazardous zones. Pupils will explore the developing theories about plate tectonics and the causes behind these hazardous natural events. Pupils will consider how our knowledge of plate tectonics has evolved, and how volcanologists, seismologists and other scientists conduct fieldwork to better understand the processes involved.

#### **Autumn Term B: What are the opportunities and challenges facing Africa?**

This unit introduces the challenges and opportunities facing Africa. It encourages pupils to challenge stereotypical views of this diverse continent. Pupils will explore the physical geography and the history of Africa to build upon when studying the development of African countries. Pupils will investigate the climatic zones and biomes of Africa before focusing on the issue of desertification in the Sahel and how it can be managed. They will explore the challenges and opportunities of population change and urbanisation, building upon learning from previous units.

#### **Spring Term A: How does ice change the world?**

Pupils will draw on a range of resources to investigate the dangerous and ever-changing world of glaciers. Pupils will investigate glaciers that still exist to better understand ice environments, starting at how and where they form all the way through to how humans use them, including human exploration and the future of glacial landscapes. Geographical processes are identified and explained to enable pupils to understand the formation of glacial landscapes.

#### **Spring Term B/Summer Term A: Why is the Middle East an important world region?**

This unit introduces the concept of a region and further progresses pupils' understanding of earlier units, such as economy and trade, natural resources, climate, development, population change and distribution, migration and plate tectonics. The Middle East is of major world importance and is often in the news. Pupils will examine the complex nature of the region's ethnic population distribution, the significance of oil, contrasting levels of development and the ongoing conflicts and wars with links to migration.

#### **Summer Term: What is the future for the planet?**

Pupils are required to consider the future of the planet, in terms of climate change and apply what they have learnt as geographers to consider what the future might hold. We examine the idea of climate change, its causes and consequences and the conflicting viewpoints about it. Pupils will consider the consequences and look at melting ice caps, deforestation and coral reefs. The role of international agreements is considered including pupil own responses to the future of the planet.

### Links to National Curriculum

**Locational knowledge** - Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa and its environmental regions, the Middle East, polar and hot deserts, key physical and human characteristics, countries and major cities.

**Place knowledge** - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to weather and climate and in human geography relating to population; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

**Human and physical geography** - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to plate tectonics, weather and climate, glaciation, climate change and 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. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

**Geographical skills and fieldwork** - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom; use Geographical Information Systems (GIS) to view, analyse and interpret places and data

### Knowledge and understanding of this curriculum will be assessed by:

End of unit knowledge assessment on Will we ever know enough about earthquakes and volcanoes to live safely?

End of unit knowledge assessment on What are the opportunities and challenges facing Africa?

End of unit knowledge assessment on How does ice change the world?

End of unit knowledge assessment on Why is the Middle East an important world region?

End of unit knowledge assessment on What is the future for the planet?

Knowledge quizzes – lesson by lesson

### Powerful Knowledge/Cultural Capital Opportunities

Use a variety of maps to investigate the features of places on a local and global scale. Extend locational knowledge and awareness. Develop a sense of place and identify physical and human features and how these interrelate.