

Year 9

The curriculum has been crafted to ensure that there is continued delivery of all 4 themes of enquiry and skills, pattern and processes, environmental change and places.



							EOY Assessment Point
							HT6:
							HT5
							HT4:
							HT3:
							HT2:
							HT1:
							HT6: <u>Overarching unit intent:</u> Global Issues & Opportunity for Topical/Current Affairs. Cheap Shops and the global effect of these cost-cutting shops Crime and the links to Geography Pressure Groups including how pressure groups target their audience Current/Topical Issue Tokyo 2020 Interleave Japan topic from Year 8 Assessment / Literacy Extended Interleaving Report on Global Issues and how they can be tackled.
							HT5 <u>Overarching unit intent:</u> Environmental Issues Sustainability with a focus upon: fossil fuels, housing, deforestation/afforestation overfishing, water scarcity Global warming focussing upon: Causes/Impacts/Solutions NB This unit has direct Cross curricular links with Science. Carbon Footprint: Understanding & Reduction Throw-away society: Human damage to ecosystems, ocean health, specific food chains Conservation: Environments, species and habitats under threat Assessment Global Issues Presentation To be peer assessed and formally teacher marked
							HT4: <u>Overarching unit intent:</u> Brazil A Newly Emerging Economy NEE. Brazil , Amazonia Threats to the environment as development encroaches and disturbs biodiversity . Indigenous tribes Zoe, How they have co existed with their environment for millennia. Shifting cultivation, Hunting and Gathering. The S E Brazil : Sao Paulo / Rio de Janeiro. Rural to Urban Migration , Rocinha Favellas . Trans National Corporations : Car manufacturers , Foods (Pepsi Cola) Sugar . Assessment Brazil Examination
							HT3: <u>Overarching unit intent:</u> Urbanisation: Push – Pull factors. Kibera Nairobi Shanty towns The struggle for survival. Recycling Employment structures Employment structures introduction of economic frailties (Reliance on primary products) NB strong cross curricular links with History / English Colonialisation. Assessment Comparison of a Country in Africa and the UK. Development studies Examination
							HT2: <u>Overarching unit intent:</u> Flooding C E R Causes Effects Responses Case studies based on UK examples Yorkshire 2019 , Cumbria 2015 Flood Hydrographs Global Warming C E R Assessments: River Bollin Levelled Assessment, Rivers Examination NB This unit has direct Cross curricular links with Maths and Science. CONTRASTS IN DEVELOPMENT Indicators of Development, Factors of influence. H I C's , L I C's , N E E . Direct Comparison of Africa and the UK Birth Rates, Death Rates , Demographic Transition, Life expectancies and influencing factors . Population pyramids construction and analysis.
							HT1: <u>Overarching unit intent:</u> Rivers The processes and interactions between: Erosion ,Transportation and Deposition, which create Distinct landforms : Meanders, Ox Bow Lakes, Waterfalls, Flood Plains ,Deltas, V shaped Valleys , inter locking spurs Physical Geography Fieldtrip . River Bollin, Site 1 Downstream Wilmslow . Site 2 Upstream Sutton , Macclesfield Hypothesis testing using criteria applied to scientific testing of data gathered on sites 1 & 2 Cross sections / Stream profiles Field sketches , Observations Analysis,
							EOY Assessment Point HT1 – HT6 Key Disciplinary Knowledge Key Concepts Enquiry and Skills Pattern and Processes Environmental Change Places



ST JAMES'

CATHOLIC HIGH SCHOOL

<u>explanation</u> Evaluations								
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