CURRICULUM MAP

Year 9

The overall theme of this year is **Global Issues**, where students judge how both natural phenomena and human actions can cause significant challenges. This continues the study throughout KS3 of the relationship between human and physical geography. Students assess change at a global level, starting with the topic of Climate Change, and predict what issues and processes may affect us in the future.



| issues and processe | es may affect us in the fo | iture. | | | | | | EOY Assessment Point |
|--|----------------------------------|-------------------------------|---|--|---------------------------------------|---|---|-------------------------------|
| | | | | | | | HT6: | HT5 – HT6 |
| | | | | | | HT5 | Overarching unit | (with elements of HT1 - |
| | | | | HT4: | Assessment Point: Summative or AFL | Overarching unit intent: | intent: | HT4) |
| | | | | | | 5. Rivers | 6 Water management | Key disciplinary knowledge |
| | | | HT3: | Overarching unit intent: | HT3 and HT4 (with elements of HT1 | Understand key | Assess how climate | kilowieuge |
| | HT2: | Assessment Point: | Overarching unit intent: | meene. | and HT2) | terminology for rivers | change has led to an | |
| | | Summative or AFL | | 4. Energy | , i | and explain fluvial | increased risk of | Written assessment: |
| HT1: | Overarching unit | HT1 & HT2 | 3. Russia | | Key disciplinary | processes. Interleave by | flooding, and strategies to cope with this. | Rivers test |
| Overarching unit | <u>intent:</u> | | Let and the second | Understand the UK and the world's changing | <u>knowledge</u> | comparing to glacial and coastal processes. | to cope with this. | Key word tests |
| <u>intent:</u> | 2. Development in | Key disciplinary knowledge | Introduce the concept, featured in a Tim | energy mix. | | coastai processes. | Judge how human | Recall tests |
| | Africa | <u>knowledge</u> | Marshall book, that | chergy mix. | Written assessment: | Give examples of | activity has led to | |
| 1. Climate change | <u></u> | Written assessment: | Russia is a prisoner of | Analyse use of | Russia test | changes in the upper, | environmental issues, | W. C |
| Define climate change | Explain physical and | Climate change test | its geography; including | non-renewable and | Energy test | middle and lower | such as plastic ruining our oceans. | Key Concepts |
| and provide evidence of | human reasons for the | Development test | lessons on Russia's | renewable energy, | Managed to at a | course. | our oceans. | Enquiry and Skills |
| it. | development gap. | | climate, population and energy resources. | especially by linking to climate change. | Key word tests | | Discuss options to be | Places |
| | Use Africa as a case | Oracy assessment: | energy resources. | cimate change. | | | sustainable and how | Pattern and Processes |
| Explain human and physical reasons for | study for causes and | Country presentation | Opportunity to | Interleave by assessing | Key Concepts | <mark>Stewardship</mark> | our actions can | Environmental Change |
| climate change. | indicators of the | | interleave by comparing | how surplus or scarcity | | Common good | influence the future of geography in a positive | Career links |
| cimiate change. | development gap, as | Key word tests | Russia to other regions | of energy has impacted | Enquiry and Skills Places | <u>Solidarity</u> | manner. | <u>carcer mins</u> |
| Explore options for | well as methods for reducing the | Vou Concents | studied in KS3, such as the Middle East and | upon a country's development. | Places Pattern and Processes | | | Forestry |
| adaptation and | development gap. | Key Concepts | India. | development. | Environmental Change | | Extreme flooding. | Supermarket worker |
| mitigation of climate | acteropc.ic Bab. | Enquiry and Skills | | | | | Water resource | Farmer |
| change. | Eco opportunities in the | Places | Reach a judgement, | Energy | <u>Career links</u> | | management. Sustainable | Project manager Ecotourism |
| Catholic Social | term: | Pattern and Processes | based on the topic's | Renewables Adapting to a cold | Aid worker | | development. | Community support |
| Teaching: | Ecotourism | Environmental Change | lessons, about whether Russia is a superpower | environment | CEO | | | , |
| Stewardship | Industrialisation | Career links | or has been restricted | C.III. OTHITICITE | Trader | | | |
| Solidarity Common good | Food resource | | by its geography. | | Oil rig worker | | Human dignity | |
| Common good Option for the poor | management | Environment agency | | Stewardship | Engineer | | Rights and responsibilities | |
| Rights and | | Fundraising | Subsidiarity Ontion for the poor | Common good Rights and | | | Common good | |
| responsibilities es | Option for the poor | Civil engineer Hydrologist | Option for the poor | responsibilities | | | Solidarity | |
| Participation | Common good | Trydrologist | | Subsidiarity | | | Participation | |
| <u>Subsidiarity</u> | 23 | | | , | | | | |



| Partic | ats and consibilities darity icipation nan dignity | | | | |
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| | | | | | | нт5 | HT6: Overarching unit | HT5 – HT6 (with elements of HT1 - |
|--|---|---------------------------------------|--|---|---|--|---|--------------------------------------|
| | | | | HT4: | Assessment Point: Summative or AFL | Overarching unit intent: 5. Global issues | intent: <u>5. Global Issues</u> | HT4) <u>Key disciplinary</u> |
| | | | HT3: | Overarching unit intent: | HT3 and HT4 (with elements of HT1 | | <u>continued</u> | <u>knowledge</u> |
| | HT2: | Assessment Point: Summative or AFL | Overarching unit intent: | 3. Is Russia a | and HT2) | Stewardship | Ecotourism | Written assessment: |
| HT1: | Overarching unit intent: | HT1 & HT2 | 2. Reducing the development gap in | superpower? | <u>Key disciplinary</u> <u>knowledge</u> | Option for the poor Common good | Industrialisation Food resource | Energy test |
| Overarching unit intent: | 2. Development in | Key disciplinary knowledge | Africa | Decide what features make a country or | | Solidarity Rights and | management | Key word tests Recall tests |
| 1. World Rivers | <u>Africa</u> | Written assessment: | Analyse methods of reducing the | region a superpower. | Written assessment: Development test | responsibilities Participation | Human dignity Rights and | Global Issues |
| Understand key terminology for rivers | Define differing levels of development | fieldwork looking at top | development gap by looking at top down | Reach a judgement, based on the topic's | | Subsidiarity | responsibilities Common good Solidarity | Key Concepts Enquiry and Skills |
| and explain fluvial processes. Interleave by | through the use of development indicators. | Rivers test | approaches (TNCs, dams) and bottom up | lessons, about whether Russia is a superpower | Key word tests | | Participation | Places Pattern and Processes |
| comparing to glacial processes. | Explain physical and | Oracy assessment: African country | strategies (education, farming). | or has been restricted by its geography. | Key Concepts | | | Environmental Change |
| Prepare fieldwork to | human reasons for the development gap. | presentation Key word tests | <u>3. Russia</u> | 4. Energy | Enquiry and Skills Places | | | <u>Career links</u> |
| assess how rivers change over their | Focus specifically on a nation in Africa as a | Key Word tests Key Concepts | Introduce the concept, featured in a Tim | Understand the UK and the world's changing | Pattern and Processes Environmental Change | | | Forestry Supermarket worker |
| course. | case study of development. | Enquiry and Skills | Marshall book, that Russia is a prisoner of | energy mix. | <u>Career links</u> | | | Farmer Project manager |
| Give world examples of changes in the upper, | Eco opportunities in the | Places Pattern and Processes | its geography; including lessons on Russia's | Analyse use of non-renewable and | Aid worker | | | Ecotourism Community support |
| middle and lower course. | term: | Environmental Change | climate, population and energy resources. | renewable energy. | CEO Trader | | | |
| Catholic Social | Extreme flooding. Water resource | <u>Career links</u> | Opportunity to | Energy | Oil rig worker Engineer | | | |
| Teaching: Stewardship | management. Sustainable | Environment agency Fundraising | interleave by comparing Russia to other regions | Renewables Adapting to a cold | | | | |
| Solidarity Common good | development. | Civil engineer Hydrologist | studied in KS3, such as the Middle East and India. | environment | | | | |



| Option for the poor Common good Rights and responsibilities Solidarity Participation Human dignity | Option for the poor | Stewardship Common good Rights and responsibilities Subsidiarity | | |
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