

# CURRICULUM MAP

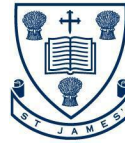
## Year 9

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.



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



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



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

Subsidiarity  
Option for the poor

Stewardship  
Common good  
Rights and responsibilities  
Subsidiarity