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| **Year 9 – Geography** | | | | | |
| **Curriculum intent** | The year 9 curriculum is designed to be synoptic bringing together knowledge and skills from previous topics to look at issues which can impact on the local, national and global scale. Students will draw on knowledge from all units in ear 7 and 8 to address ‘big issue’ topics and further deepen their knowledge and develop their skills. The concept of geo-politic and the interdependence of countries will also be analysed and discussed. The use of fieldwork to then investigate these geographical processes at a variety of different scales will deepen students understanding of the similarities and differences that humans face in responding to these physical processes and the responses that can be implemented. This learning will then provide the basis for an in-depth analysis of the Middle East where a synoptic approach will be taken to all knowledge and skills, to deepen the global understating of human interactions with physical processes and the impacts this can have on different scales. | | | | |
|  | **Topic 1**  **Exploring Rivers** | **Topic 2**  **Fieldwork** | **Topic 4**  **Exploring Inequality** | **Topic 3**  **Exploring Resources** | **Topic 5**  **Exploring the Middle East** |
| **Knowledge** | * The processes of the water cycle. * The geomorphic processes found in the different course of a river. * The contrasting features and processes of a river’s different courses. | * Application of rivers learning. * The different components of a Geographical Investigation. * The different types of data collection methods and their advantages and disadvantages. * Data collection and analysis on a study of the river Tame. * Conclusion and evaluation of data collection. | * Assess global inequality through a variety of development indicators. * The process of globalisation and its impact on countries at different levels of development. * The impact of trans national companies on India. * The impact of fast fashion on countries at different levels of development. | * Global increase of resource consumption and the dangers of demand outstripping supply. * The sustainability of renewable and non-renewable resources. * The reasons for water scarcity globally and in the UK. * Solutions for water stress and scarcity. * The reasons for food insecurity in the UK. * The solutions to food security in the UK and globally. | * The different biomes and climate zones of the Middle East. * The challenges and opportunities of living in the Middle East. * The connections between the UK and the Middle East. * The geopolitical state of the Middle East and the historical conflicts. * The influence of oil on trade and foreign policies. * The position of the Middle East as a global superpower. * The process and challenges of desertification. |
| **Skills / Procedural Knowledge** | Ordnance Survey  Maps in association with photographs | Ordnance Survey  Maps in association with photographs  Numerical skills  Statistical skills  Use of qualitative and quantitative data  Formulate enquiry and argument | Atlas maps  Numerical skills  Formulate enquiry and argument | Atlas maps  Numerical skills  Use of qualitative and quantitative data | Atlas maps  Maps in association with photographs  Formulate enquiry and argument. |
| **Assessments** | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  Explain the formation of a waterfall.  Explain the formation of a meander  Explain the formation of a levee | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  Investigation write up – analysis, conclusion and evaluation | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  Assess the responsibilities of different stakeholders in the Rana Plaza disaster | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  *“Winder energy is the most sustainable.”* How far do you agree with this statement?  Assess the effectiveness of small scale solutions for food and water scarcity. | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  To what extent is human activity the cause of desertification in hot desert areas. |
| **Enrichment** | [River Detectives](https://www.britishcouncil.org/sites/default/files/rivers_of_the_world_education_pack.pdf) | [The River Eden: Virtual Fieldwork Investigation](https://www.edenriverstrust.org.uk/secondary-schools/virtual-field-investigation/) | [Let’s Cultivate Greatness](https://letscultivategreatness.com/5-easy-globalization-activities-that-will-shock-your-students/) | [Greater Manchester Green Summit](https://www.greatermanchester-ca.gov.uk/what-we-do/environment/green-summit/) | [Contrast in the Middle East](https://www.360cities.net/area/middle-east) |