



Curriculum Plan: Geography Year 9

| Year 9 | Knowledge (Topics covered) | Subject Skills | Key Assessment | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Extra- curricular opportunities | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
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| Cycle 1 | <p>1a. Living with the physical environment- Physical landscapes in the UK: UK physical landscapes</p> <p>1b. Living with the physical environment - Physical landscapes in the UK: Coastal landscapes in the UK</p> | <ul style="list-style-type: none"> Using an atlas Cause & Effect Impacts (Economic, Social & Environment) Drawing and labelling diagrams Diagram annotation Making decisions based on information Using thematic maps Using Aerial photographs OS Map skills – grid references, scale, direction, interpretation Annotating sketches Using satellite images | <p>Paper 1: The UK Landscape 'Using figure 4, explain how different coastal landforms are created by erosion'</p> <p>End of Cycle Knowledge Test (EOCKT)</p> <p>End of Cycle Test (EOCT)</p> | <p>Describing</p> <p>Explanation</p> <p>Suggest</p> <p>Data interpretation</p> <p>Central tendencies – Mean, Mode & Median</p> <p>Co-ordinates</p> <p>Scale</p> <p>Graph interpretation</p> | <p>Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p>Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning & understanding</p> | | <p>UK Place awareness</p> <p>Students start GCSE in Year 9. At the end of the Year they decide if they wish to continue into Years 10 and 11.</p> <p>The topics are heavily linked to the Key Stage 3 National Curriculum.</p> <p>A Level Geography Paper 1: Area of study 1, Topic 2: Landscape Systems, Processes and Change – including optional sub-topics from which students choose one from two: 2A: Glaciated Landscapes and Change</p> |



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| | | | | | Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning. | | or 2B: Coastal Landscapes and Change BTEC Travel & Tourism |
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| Cycle 2 | 4. Living with the physical environment - The living world | <ul style="list-style-type: none"> Geographical processes Drawing & Interpreting climate graph Annotating diagrams Flow diagrams Drawing and using thematic maps Using an atlas Drawing & interpreting lateral bar graphs Drawing & interpreting pie graphs Satellite image interpretation. Impacts (Economic, Social & Environment) Venn diagrams Issue analysis Cause & effect Stakeholder analysis Environmental Quality | <p>Paper 1: The Living World 'Using an example, describe and explain the causes of deforestation'</p> <p>Paper 1: The Living World 'For your chosen environment, assess the importance of management strategies used to reduce the risk of environmental damage'.</p> <p>EOCKT</p> <p>EOCA</p> | <p>Description Explanation Assessing Evaluation Reasoning Central tendency Graph interpretation.</p> | <p>Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p> | <p>Trip: Eden Project</p> | <p>Better awareness of the World: Brazilian rainforest/Sahara Desert</p> <p>Global processes. Better understanding of Climate change and it's impact Discuss the concept of sustainability</p> <p>A Level Geography Paper 1: Area of study 3, Topic 5: The Water Cycle and Water Insecurity Topic 6: The Carbon Cycle and Energy Security</p> |



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| Cycle 3 | Section C: The challenge of resource management | Map analysis | Paper 2 Resources – ‘Using the figure 1 and your own knowledge, to what extent are water transfer schemes a long-term solution to water deficit in the South East of the UK’. | Describing | Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. | Fieldwork | UK Place awareness |
| | | Line & Bar Graph analysis | | Explanation | | | To fully appreciate the concept of sustainability |
| | | Pie Chart analysis | | Suggest | | | To develop awareness of the UK’s links to the World |
| | Resource management | Data analysis | Paper 2 Resources – ‘Using 2 figure and your own knowledge, discuss the challenges of managing water quality and pollution in the UK’. | Data interpretation | Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. | A Level Geography: Topic 5: The Water Cycle and Water Insecurity | |
| | | Decision Making | | Central tendencies – Mean, Mode & Median | | | |
| | Food | Problem Solving | Paper 2 Resources – ‘Using 2 figure and your own knowledge, discuss the challenges of managing water quality and pollution in the UK’. | Co-ordinates | Community - Work together & respect different ideas & opinions. Make connection between the topics and students’ lives. Understand the lifestyles of different groups and put this into context. | Topic 6: The Carbon Cycle and Energy Security | |
| | | | | Scale | | | |
| | | | | Graph interpretation | | | |
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| | | | End of Cycle Knowledge Test (EOCKT) | Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning. | | | |
| | | End of Cycle Test (EOCT) | | | | | |