



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)
Cycle 1	1a. Living with the physical environment- Physical landscapes in the UK: UK physical landscapes 1b. Living with the physical environment - Physical landscapes in the UK: Coastal landscapes in the UK	<ul style="list-style-type: none">Using an atlasCause & EffectImpacts (Economic, Social & Environment)Drawing and labelling diagramsDiagram annotationMaking decisions based on informationUsing thematic mapsUsing Aerial photographsOS Map skills – grid references, scale, direction, interpretationAnnotating sketchesUsing satellite images	Paper 1: The UK Landscape 'Using figure 4, explain how different coastal landforms are created by erosion' End of Cycle Knowledge Test (EOCKT) End of Cycle Test (EOCT)	Describing Explanation Suggest Data interpretation Central tendencies – Mean, Mode & Median Co-ordinates Scale Graph interpretation	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. Endeavour – Persevere with learning & understanding		UK Place awareness Students start GCSE in Year 9. At the end of the Year they decide if they wish to continue into Years 10 and 11. The topics are heavily linked to the Key Stage 3 National Curriculum. 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



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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
Cycle 2	4. Living with the physical environment - The living world	<ul style="list-style-type: none">Geographical processesDrawing & Interpreting climate graphAnnotating diagramsFlow diagramsDrawing and using thematic mapsUsing an atlasDrawing & interpreting lateral bar graphsDrawing & interpreting pie graphsSatellite image interpretation.Impacts (Economic, Social & Environment)Venn diagramsIssue analysisCause & effectStakeholder analysisEnvironmental Quality	<p>Paper 1: The Living World</p> <p>'Using an example, describe and explain the causes of deforestation'</p> <p>Paper 1: The Living World</p> <p>'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</p> <p>Explanation</p> <p>Assessing</p> <p>Evaluation</p> <p>Reasoning</p> <p>Central tendency</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 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.</p> <p>Better understanding of Climate change and it's impact</p> <p>Discuss the concept of sustainability</p> <p>A Level Geography</p> <p>Paper 1: Area of study 3, Topic 5: The Water Cycle and Water Insecurity</p> <p>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 Explanation Suggest	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 To fully appreciate the concept of sustainability To develop awareness of the UK’s links to the World
	Resource management	Pie Chart analysis		Data interpretation	Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.		
	Food	Data analysis Decision Making Problem Solving	Paper 2 Resources – ‘Using 2 figure and your own knowledge, discuss the challenges of managing water quality and pollution in the UK’. End of Cycle Knowledge Test (EOCKT) End of Cycle Test (EOCT)	Central tendencies – Mean, Mode & Median Co-ordinates Scale Graph interpretation	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. Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.		