



Geography

Aims:

- *To inspire curiosity and fascination with the world around us both natural and human.*
- *To develop an outstanding knowledge of diverse places, people, resources and natural/human environments. Students will also develop a deep understanding of Earth's key physical and human processes.*
- *To develop a refined understanding of the link between human and physical processes and the formation of landscapes and environments. Students will also begin to appreciate how the Earth changes over time.*
- *To improve the students' ability to thinking innovatively and creatively especially in thinking about solutions to complex geographical problems. Students will also develop their independent enquiry skills through use of data, statistics, maps and photographs to help form well-reasoned conclusions and judgements. The skill of being able to participate and communicate effectively will also improve through the study of Geography.*
- *To allow students to gain a depth to their geographical knowledge of places in the locale and further afield, through the lenses of the common geographical themes and threads eg landforms and sequencing, wealth and inequality and opportunities and challenges.*

Content:

Students will study an interesting combination of physical and human Geography through the topics of Coastal landscapes, Population and Urbanisation, will look at Hot Desert Environments followed by regional studies Africa which draws together elements of their entire KS3 study – from tectonics, to biomes to population – with a focus on the rapidly changing country of Nigeria. Year 9 begins with 'Coasts' exploring the features, characteristics, and location, alongside management issues. This allows students to broaden their critical analysis skills. Students then learn about how processes shape coastal landscapes and how areas in the UK are at risk from erosion and coastal flooding. Students will be expected to make informed decisions about coastal protection again reinforcing evaluation and analysis skills, which will be looked at again when studying hot deserts. Our next topic is population and urbanisation whereby pupils will discover issues facing populations around the world as well as issues facing urban areas and how these may or may not differ between LICs and HICs. We then investigate hot deserts and management of these. To end our Key Stage 3 programme of study, we revisit many of our topics through the regional study Africa, Antarctica, and Resources. This allows pupils to reconsider and consolidate key concepts previously learnt throughout years 7-9, whilst also deepening their breadth of geographical knowledge to ensure they can make synoptic connections between topic areas, ready for KS4.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<p>Coasts: Students will study coasts, the processes which take place on the coastline and the erosional and depositional features which exist because of physical processes. Management issues surrounding protecting the coastline and will investigate a Case study of coastal erosion.</p> <p>Population and urbanisation. We explore the causes and effects of problems with world populations and urbanisation. We will discover the similarities and difference between LICs and HICs, population density and spread, and how populations change over time. We will also address the rising phenomenon of the megacity and the changes this means for human populations.</p>	<p>Regular peer and self assessment.</p> <p>Knowledge assessments</p> <p>Decision making exercise</p>
	Term 2	<p>Population and urbanisation. Continued: sustainable urban living, and population management – for growing and shrinking populations including a debate.</p> <p>Hot deserts: location, characteristics, animal and plant adaptation, opportunities and challenges in the Thar, desertification, and analysis of management strategies</p>	<p>Regular peer/self assessment.</p> <p>Knowledge quizzes and</p>

			formal assessments
Term 3	<p>Africa: Students will learn about the history of Africa and how it has shaped it's modern geography, bringing together lots of KS3 concepts eg Hazards in Africa, Water as a resource in Africa. We will also revisit physical features and biomes. We will then focus on Nigeria and look at a range of human and physical concepts such as climate, economy, and development.</p> <p>Antarctica: we will explore the location and history of Antarctica, the climate and characteristics and the impact of this on plant and animal life. Students will consider the idea of Antarctica as a resource. Students will look at the future of Antarctica, and the climate and issues associated with human activities such as commercial fishing, evaluation of whether Antarctica should be protected looking at the Treaty.</p>	Regular and peer assessment. Knowledge tests	Formal assessment – Exam style end of unit test End of year assessment

Assessment:

Students will be assessed at the end of each unit on their knowledge and understanding of that topic. There are a mixture of extended writing or exam based assessments along with smaller, more knowledge based assessments. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. Learning of key words in glossary tests is an important part of the subject. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment including using hinge questions.

Extended Learning:

Students will be encouraged to research topics studied in class to consolidate key knowledge and understanding so all learners can progress with confidence. Sometimes, this will take the form of a creative tasks to help reinforce core learning from the classroom. Learning key words will be set as part of homework and these will be tested in lesson time, and will research a country in Africa to stretch their research skills.

Connection to the JFS Approach

Whole School Theme	How does <i>Geography</i> support this?
STRIPE	All units inherently develop the STRIPE skills. Each lesson has a STRIPE objective and this is referred to throughout lessons.
STEAM	STEAM is embedded throughout the units. A couple of examples are the responses to coastal erosion and the management of slums in LICs. Authentic curriculum links can be made with Science when looking at Earth structures.
Literacy	Specific language is identified in glossaries specific to each unit. Students complete quizzes on these key words. During formal assessments it is a requirement of S, E and O criteria that subject specific language is used. Deliberate practice of writing extended answers in the end of unit assessments, whereby SPaG will be allocated marks.
Numeracy	Maps and graphs are used throughout the units, which develops use of number. Some examples are climate graphs, pictograms and contour lines. Students are encouraged to use statistical evidence to form substantiated judgements throughout the whole course. Links are established in Maths when they study compound units and when Geography looks at population and population density.
SMSC, British Values and Citizenship	By studying different places in Year 9, students understand how the concepts that they have learnt in years 7 and 8 apply to other regions/countries in the world. They also further their understanding of being global citizens. Links between the study of India and learning undertaken in DT, Music and PE will also give students a greater cultural awareness of the world around them.