John Taylor Free School

JOHN TAYLOR
FREE SCHOOL

Year 9 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*

Content:

Students will study an interesting combination of physical and human Geography by investigating three regional studies in Asia and the Middle East, the Americas and Africa. Year 9 starts with an investigation of Asia and the Middle East exploring the features, characteristics and location, alongside historical and future challenges. This allows students to broaden their critical analysis skills in order to decide on what they think the future of Asia and the Middle East will be. Students then proceed to learn about the Americas and how they have been shaped over time through a variety of historical and current impacts including migration and economic development. Physical characteristics of the Americas will be identified and linked to natural hazards. This will allow students to critically assess the impact of past, and future, hazards linked with tectonics and atmospheric processes. To end our Key Stage 3 programme of study, we undertake the regional study of Africa. This allows pupils to reconsider and consolidate key concepts previously learnt throughout years 7-9, whilst also deepening their breadth of geographical knowledge.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Asia We explore the causes and effects of problems with world populations and urbanisation. We will discover the similarities and difference between LICs and HICs in Asia (India and China) and the Middle East. Students will explore the physical features, historical and future challenges, as well as looking at how countries in Asia and the Middle East are linked to the wider global community through the rise of superpowers. Physical impacts on development will also be analysed, including natural disasters such as tsunamis and earthquakes (Japan, Indonesia and Nepal).	Regular peer and self-assessment Knowledge tests Decision-making exercise Formal assessment – Exam style end of unit test
	Term 2	The Americas Students will explore the historical and future challenges facing the Americas. We will discover the similarities and difference between LICs and HICs (USA, Mexico, Brazil) and how they have developed over time through the impacts of migration and economic growth. Physical topics will be investigated looking at the	Regular peer and self-assessment Knowledge tests Issue Evaluation – Tropical Rainforests

		development of the Amazon rainforest and whether this should be protected or developed. A variety of natural hazards will be investigated, including hot spot volcanoes (Hawaii), the impacts of potential future eruptions (Yellowstone), wildfires (California) and tropical storms (Hurricane Katrina). This will lead into an investigation on the development of national parks within the USA.	Formal assessment – Exam style end of unit test
	Term 3	**Africa** Students will learn about the history of Africa and how it has shaped it's modern geography. We will also revisit physical features and biomes. We will then focus on Nigeria and Kenya to look at a range of human and physical concepts such as climate, economic development and tourism.	Regular peer and self-assessment Knowledge tests Formal assessment – Exam style end of unit test

Assessment:

Students will be assessed at the end of each project 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.

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.

Connection to the JTFS Approach

Whole School Theme	How does Geography 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 tropical rainforests.
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 SPaGST 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. Students also further their understanding of being global citizens. Links between the study of Asia, the Americas and Africa and learning undertaken in DT, Music and PE will also give students a greater cultural awareness of the world around them.