

CURRICULUM MAP (Long term plan)

SUBJECT : GEOGRAPHY

YEAR GROUP 9

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Aim of the term	The theme to this term is <u>vulnerable and dynamic places</u> - ice is vulnerable due to changes in the climate and dynamic as it is always changing. The Middle East is vulnerable due to risk of conflict in the region.	The theme for this term is <u>Earth processes now and what the future might look like</u>	This terms focus is on <u>development and urbanisation</u> , the students will look at the positive and negative consequences of development and urbanisation
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Unit 13: how does the ice change the world?</p> <ul style="list-style-type: none"> -how Ice changes the world - how erosion and transportation create glacial landforms - identify glacial landforms on OS maps - how the distribution of ice around the world changes over time <p>Unit 14: why is the Middle East an important world region?</p> <ul style="list-style-type: none"> - where the Middle East region is located -what countries make up this region - the physical landscape of the middle east -the human geography of the region 	<p>Unit 15: Climate change and the Earth’s Future</p> <ul style="list-style-type: none"> - climate change is controversial issue affecting the future of the planet -evidence of climate change -the causes and consequences of climate change -options for the planets future <p>Unit: Hazardous Earth</p> <ul style="list-style-type: none"> -the atmosphere as a system which transfers around the earth - Global climate and how it is changing -Tropical cyclones caused by meteorological conditions -the Earth’s layered structure and physical properties is key to plate tectonics 	<p>Unit: Development dynamics</p> <ul style="list-style-type: none"> -different ways of defining and measuring development -how approaches in development vary in type and success -global inequality in development and theories of how to reduce it -development of the emerging country is influenced by its location and context in the world -Rapid economic growth results in significant results positive and negative impacts on people and the environment

	<ul style="list-style-type: none"> -examples of conflict and controversy in the Middle East -how important the regions is to the world 	<ul style="list-style-type: none"> - different plate boundaries each with characteristics volcanic and earthquake hazards 	
Disciplinary knowledge - what skills are practised?	<p><u>Acquiring geographic information</u></p> <ul style="list-style-type: none"> -Comparing OS maps with aerial and ground level photos to identify glacial landforms -Use OS maps to draw cross sections to show glacial feature -draw climate graphs -use atlas maps and photos to investigate Middle East -interpret statistics, graphs, population pyramids to investigate population change -Consider different points of view and decisions people make to create change -apply understanding of development, population and economy to investigate UAE and Yemen -apply understanding of the Middle East, and migration to investigate the causes and consequence -use an atlas to locate and countries in the Middle East <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -Comparing OS maps with aerial and ground level photos to identify glacial landforms -Use OS maps to draw cross sections to show glacial feature 	<p><u>Acquiring geographic information</u></p> <ul style="list-style-type: none"> -investigate controversial issues -investigate a range of evidence of climate change -critically reflect on different viewpoints detecting bias -use a wide range of geographical data to identify and classify the causes and consequences of climate change -use GIS to identify and flood risk in the UK -practice debating skills and presenting options for the future -investigate evidence for natural climate change and how it is used to reconstruct the past -investigate hazards of tropical cyclones including the characteristic, causes and consequences -interpret data on past hazards to predict future hazards -investigate the impact of living in a high risk area for earthquakes and volcanoes <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -Use atlases and maps to investigate where the impacts are of climate change -use GIS to identify and flood risk in the UK 	<p><u>Acquiring geographic information</u></p> <ul style="list-style-type: none"> -investigate how we measure development -investigate the causes and consequences of global inequalities -debating different approaches to development -research economic trends since 1990 - practice communicating the roles of globalisation and government policy -examine corruption in development dynamics -apply locational skills considering the world's resources and the economic development of different countries - interpret data on development and population -identify global trends in urbanisation and how it varies -investigate why urban economies differ in developing, developed and emerging economies - using maps identify where in the world people live including population changes - apply enquiry skills when investigating case studies of New York and Detroit -Comparing OS maps with aerial and ground level photos to identify different patterns of urbanisation <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -apply locational skills considering the world's resources and the economic development of different countries

	<ul style="list-style-type: none"> - Use an atlas to locate and countries in the Middle East <p>Graphical skills</p> <ul style="list-style-type: none"> -draw climate graphs -interpret statistics, graphs, population pyramids to investigate population change 	<p>Graphical skills</p> <ul style="list-style-type: none"> -use a wide range of geographical data to identify and classify the causes and consequences of climate change -investigate a range of evidence of climate change 	<ul style="list-style-type: none"> -Comparing OS maps with aerial and ground level photos to identify different patterns of urbanisation <p>Graphical skills</p> <ul style="list-style-type: none"> -interpret data on development and population -use a wide range of geographical data to identify and classify the causes and consequences of urbanisation
<p>Key questions (What is the learning about?)</p>	<ul style="list-style-type: none"> -How does ice change the world? -How and why do glaciers form and move? -How do glaciers change the landscape? - How are landforms shaped by glacial erosion? - How are landforms shaped by glacial deposition? -How do people use glacial landforms? -How do we investigate how glaciers are changing? -Why is the Middle East an important world region? -How does physical geography influence the region? -Why is the population of the Middle East so diverse? - How is the United Arab Emirates developed? - Why is Yemen the poorest in the Middle East? Why is there ongoing conflict in the Middle East? 	<ul style="list-style-type: none"> -What is the future for the planet? -What is the evidence for climate change? What are the causes of climate change? -What are the consequences of climate change on our planet? -What are the consequences of climate change in the UK? -Antarctica- the frozen continent, a geographical enquiry -What can we do about climate change? - how the core's internal heat source generates convection and moves plates? - which hazards occur at different plate boundaries? -How tectonic plates have moved in the past? -What are the impacts of volcanoes on property in developing countries? -How do people respond to earthquakes? -How long-term planning can manage the hazards? 	<ul style="list-style-type: none"> -What are the different ways of measuring development? -How populations change as countries develop? Examples from Malawi -What is global inequality and how has it changed in recent years? -How, and why, Malawi faces physical and environmental barriers to its development? - How Malawi faces economic and political barriers to its development? -Why do some countries benefit from globalisation more than others? -How has India grown and its significance as a country? -What are the social and economic impacts of change in India? -What are the past, current and likely future trends in urbanisation? -How urban economies differ in developing, emerging and developed countries? - How urban populations change over time? - What are different urban land uses and what causes these? -How have past and present trends in the population of Mumbai affected the city?

			-What are the challenges facing Mumbai caused by population growth?
Assessment	Live marking during the lesson with misconceptions addressed during the lesson. Progress check - End of term test -	Live marking during the lesson with misconceptions addressed during the lesson. Progress check - End of term test -	Live marking during the lesson with misconceptions addressed during the lesson. Progress check - End of term test -
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Literacy and oracy</p> <ul style="list-style-type: none"> -practice methods of communicating understanding of development - debate the different challenges of human geography <p>Numeracy</p> <ul style="list-style-type: none"> -interpret statistics and quantitative data -interpret models showing population density on a map and a population pyramid -identify longitude and latitude of the Middle East <p>Oracy</p> <ul style="list-style-type: none"> - Verbal tracker encouraging students to contribute in class discussions -debate different points of view and decisions people make to create change <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work - using a textbook to understand information about a place or concept 	<p>Literacy and oracy</p> <ul style="list-style-type: none"> -practice methods of communicating understanding of development - debate the different challenges of human geography <p>Numeracy</p> <ul style="list-style-type: none"> -interpret statistics and quantitative data -interpret models showing locations of past hazards <p>Oracy</p> <ul style="list-style-type: none"> - Verbal tracker encouraging students to contribute in class discussions -practice debating skills and presenting options for to future proof places that are affected by natural hazards <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work - using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks 	<p>Literacy and oracy</p> <ul style="list-style-type: none"> -practice methods of communicating understanding of development - debate the different challenges of human geography <p>Numeracy</p> <ul style="list-style-type: none"> -interpret statistics and quantitative data -interpret models showing population density on a map and a population pyramid -identify longitude and latitude of different cities <p>Oracy</p> <ul style="list-style-type: none"> - Verbal tracker encouraging students to contribute in class discussions -practice debating skills and presenting options for the future of urbanisation <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work - using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data

	<p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations 	<ul style="list-style-type: none"> -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations 	<ul style="list-style-type: none"> -describe and compare photographs of locations
Cross Curricular Opportunities	<p>Maths- Comparing statistics</p> <p>History- how has the Middle East changed?</p> <p>Citizenship- how other people in the world live and the challenges they face</p> <p>Science- Earth processes caused by glaciers</p>	<p>Maths- Comparing statistics</p> <p>History- how has the world changed? What has led to these changes?</p> <p>Citizenship -practice debating skills and presenting options for the future</p> <p>English- looking at interpreting and communicating information about natural hazards</p>	<p>Maths- Comparing statistics</p> <p>History- how has the world changed, what has led these changes</p> <p>Citizenship- how other people in the world live and the challenges they face</p> <p>English- looking at interpreting and communicating information from case studies</p>
Super Curriculum	<ul style="list-style-type: none"> Use of videos Use of a range of maps 	<ul style="list-style-type: none"> Use of videos Use of a range of maps 	<ul style="list-style-type: none"> Use of videos Use of a range of maps
Careers	<p>HT 1 What is Glaciology? ❄️</p> <p>What do Glaciologists do? ❄️</p> <p>What do Glacial Geologist do?</p> <p>HT 2 How to become a journalist: Hints and tips from BBC journos - BBC Bitesize</p>	<p>HT1 How to become an ecologist: Gabrielle's story - BBC Bitesize</p> <p>HT2 Inside a volcano: Volcano vlogs - BBC Bitesize</p>	<p>HT1 How to become a senior research manager: Jennifer's story - BBC Bitesize</p> <p>HT2 What is a data scientist? Playground survey BBC micro:bit - the next gen</p>
Equality and Diversity Gender Disability Religion Race Sexuality	<ul style="list-style-type: none"> Diverse representation used with slides presented to children. Diverse family composition. Intergenerational justice considering the complexities of the causes of conflict Misconceptions of how people live in the Middle East 	<ul style="list-style-type: none"> Diverse representation used with slides presented to children. Intergenerational justice and global inequalities considering the future of our planet 	<ul style="list-style-type: none"> Diverse representation used with slides presented to children. Using case studies to understand the impacts of growing population and urbanisation Intergenerational justice and global inequalities identified using dollar street



<p>Local Community Links</p>	<p>How have glaciers shaped our landscape in the UK</p>	<p>How our local area will change and have to adapt to meet the climate change and needs of humans in the future</p>	<p>How comparing the development of our local area with global development statistics</p>
<p>British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p>The rule of law Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic</p>	<p>Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p>The rule of law Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p>	<p>Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p>The rule of law Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We</p>

	<p>concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p>SMSC pair & group working, working safely in a geography classroom.</p> <p>Character Education Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>	<p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p>SMSC pair & group working, working safely in a geography classroom.</p> <p>Character Education Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>	<p>respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p>SMSC pair & group working, working safely in a geography classroom.</p> <p>Character Education Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>
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