Geography Department – Year 9: The Skilled Geographer.

Shirley High Curriculum Map	***Y9: The Skilled Geographer*** *Students will continue to develop their Geographical skills and start their journey towards their GCSE.*					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Why are Rivers important?	What happens when the land meets the sea?	What is development?	How are populations Changing?	Can we live safely with earthquakes and volcanoes?	Climate change and the Earth's Future.
Why Now?	KS2 knowledge is limited to names of key rivers and some mention of the water cycle. Rivers are an important recurring geographical topic which requires sound foundations of correct complex terminology and understanding of complex processes and landforms from the outset, so demand the skilled Geographer. Place location of both near (UK) and distant places is now secure, so river processes, landforms and human interaction and physical impacts are easier to visualise and locate.	KS2 knowledge on Coastal environments is limited. This is a complex dynamic theme and requires a skilled Geographer to understand the processes, interactions, varied environments, and different management strategies. There is a high level of complex terminology. Place location knowledge of both near (UK) and distant places is now a good level, which supports this unit. Builds on knowledge of rock types (y7). This is a topic that is revisited at both KS4 and KS5 so requires strong foundations.	As skilled Geographers, learners have a good grasp of the complexities of near and distant places and now at a position to see how access to basic services / development varies, how to evidence this and the responsibility of the global community to respond to the issues discovered. A sound foundation for future study at KS4 and 5	This unit builds upon y8 units ie.g population pyramids, migration, urban growth and understanding of different places context as well as the previous unit of Development to allow the skilled Geographer to apply this understanding to assess current populations opportunities and challenges as well as predicting future changes to lives and urban areas. This is a sound foundation for future study at both KS4 and KS5	This physical unit builds upon the learner's natural resources unit (y7) and place location knowledge of major countries and continents to visualise location of major plates and hazard events. Learners can then apply prior understanding of socio economic status of major continents / countries so can visualise / apply context to location and ability to manage hazards such as earthquakes and volcanoes. This unit is also a foundation for future learning at both KS4 and 5	This unit links together many of the KS3 themes and encourages the Skilled Geographer to think about making steps to becoming a Competent Geography but applying what had been learnt, considering field work techniques, and predicting future changes. This unit is always relevant so will evolve every year and allows learners to think about the changing world around them, applying knowledge from the KS3 course. This is a perfect springboard to further study.
Fundamental Concepts	River course from source to mouth, processes and landforms including weathering and erosion. Water cycle and terminology Erosional and depositional landscapes Use of OS maps to identify river features and interpret the landscape. How rivers are important to people Causes, effects and management of floods	Definition of Coastline and that it varies in structure around the world and UK. That the coast is used in different ways. Processes of erosion and deposition and the importance of Geology Landforms of erosion and deposition. Types of waves and transportation Example of UK coastline How the coast can be managed and how to decide where defences are built.	Defining development Compare development levels around the world using indicators and Human development index (HDI) Development is transient as well as spatial, including with countries and cities. Reasons for inequality in development Define poverty and causes, including gender inequalities Aid to support development, Bilateral and NGO. Global responsibility: sustainable development goals	Global population distribution Rates of growth Demographic transition model Population pyramids to predict change Measures to control population Migration including push and pull factors and reasons Urbanisation and the evolution of urban areas, focus on a UK area.	Plate tectonic theory including continental drift Patterns of plate boundaries, earthquakes, volcanoes and mountain belts. Structure of the Earth Types of plate boundary Earthquake and volcano formation / type, measurement, and impacts. Impacts can mitigated but links closely to development of places previously studied. That people chose to live in earthquake and volcanic zones.	Patterns of climate change and why it is a controversial topic Evidence of climate change Causes and consequences of Climate change both physical and human Consequences for the UK -Possible Microclimate investigation What could happen in the future for the planet Antarctica – enquiry onto the frozen continent.
Students will…	Learn about: • Definition of a River and key terms of source and mouth using UK river Tees as example. • The water cycle and its components and investigate how water reacts on different surfaces • How rivers erode the land, transport materials and deposit sediments. • How a river changes from source to mouth, its long profile and draw a cross section using and OS map • How rivers shape the land: formation of river landforms such as waterfall, meanders, ox-bow lakes. Identify these features on an OS map. • How rivers are used by people and why they are important. • Human and physical causes of river flooding and how people respond to flood risk. • To identify how floods can be managed. • Possible extension a river enquiry	Learn about: • What coasts are and how they are varied and used, with a focus on the UK. • Processes of weathering, x 3 and how geology is important in determining how a coastline forms. • Processes of erosion x 4 and their impact on coastlines • Identifying and explaining formation of landforms created by erosion: headlands, caves, arches stacks stumps and wave cut platforms. • Types of wave and their Importance in transportation at coasts via longshore drift and relating it to UK example. • Identifying and explaining formation of landforms created by deposition: e.g. Spits • Using UK example of Holderness to see how the coastline has changes over time and how this has affected people. • How the coast can be managed and the relative advantages and disadvantages • Apply knowledge of coastal management to real example completing a decision-making exercise on Mappleton	Learn about: • What is development and quality of life, the development compass rose • How money is distributed globally: using money as an economic development indicator • How the HDI measured a varied of development indicators and why this is useful. • How development can change over time and at different rates in different countries (including BRIC nations) • Inequality can occur within countries and within cities (UK and Brazil) • The causes of poverty, both human and physical. • To identify gender inequalities and evaluate its impact on development • How bilateral and NGO aid supports development • To identify Sustainable Development Goads and the role all nations have as a global community.	Learn about: • Current population figures and how this is changing • How global population is distributed and where largest populations are found. • Analyse population data to look for patterns. • Using the DTM to investigate how population changes is linked to development • Use population pyramids to predict how populations may change in the future • How countries have tried to control population size. (China vs Russia) • Reasons people migrate using push and pull factors • Identify routes of migration and the issues. • The concept of urbanisation, how and where this is happening and the problems this brings (links to India work from Asia unit y8) • Example of urbanisation of a UK city.	Learn about: • Plate tectonic theory and evidence of continental drift: • Location of the world's earthquakes, volcanoes, and mountain belt • Structure of the Earth and why this is important (link to y7 rock in Natural Resources unit) • Different types of plate boundary • How Earthquakes occur and vary • How earthquakes risks can be managed.3 Ps (Japan focus: grab bag, buildings, etc) • Different types of volcano • How volcanic activity can be managed. 3 Ps • To consider if it is possible to live with earthquakes and volcanoes safely. • Extension could consider Tsunamis as can be a misconception.	Learn about: • Defining climate change, why it is controversial and different viewpoints. • Consider the evidence of climate change, linking to prior learning and establish own view. • The natural and human causes of climate change, the enhanced greenhouse effect and the role that green house gases have in climate changes • The possible future global consequences of climate change on both Human and physical geography • Focus on regions already studied e.g India / Asia • Possible consequences of climate change on the UK* • *If time permits a field work investigation into microclimates around SHS • The importance of Antarctica and how it is changing due to climate changes: an enquiry.
Language for Life (Key terms/Vocabulary)	So many a Glossary is given to students and used in lessons. e.g. Evaporation, precipitation Source, mouth, confluence, ox-bow lake, meander, saltation, traction	So many a Glossary is given to students and used in lessons. e.g. Hydraulic action, abrasion, corrasion, attrition, retreat, gabions, groyne	So many a Glossary is given to students and used in lessons. e.g. HDI, bilateral aid, NGO, Sustainable development goals, indicators	So many a Glossary is given to students and used in lessons. e.g. urbanisation, push pull, migration, DTM	So many a Glossary is given to students and used in lessons. e.g. Seismic, Richter scale, magnitude, mitigation, destructive, constructive, conservative, convection currents	So many a Glossary is given to students and used in lessons. e.g. Enhanced Greenhouse effect, ice sheet, inter glacial, glacial, extinct, desertification,
Extended writing Opportunities	Response to flooding	Decision making exercise on Mappleton's Management	Evaluation of global success of the Development goals	Diary of a migrant	News report on chosen hazard event	Article explaining why Climate change is controversial and different viewpoints. Report into Antarctica
Maths Across the Curriculum	Cross section construction Data if river enquiry is conducted. Depth measurement	Calculating cliff retreat	Use of indicator data, e.g. literacy rates, GNI,	Population graph, exponential growth	Logarithmic understanding of Richter scale Seismograph interpretation	Interpretation of greenhouse gas accumulation
Links to careers/ aspirations	Hydrologist Environment Agency Town planner Engineer	Environment Agency Engineer of coastal defences	Charity worker WHO UN	Town planner Civil Service	Volcanologist Geologist Emergency services Planners / architect Engineer	Antarctic survey scientist Politian
Cultural Capital	Every lesson a country is chosen (usually learner but also teacher) and as a group	Every lesson a country is chosen (usually learner but also teacher) and as a group	Every lesson a country is chosen (usually learner but also teacher) and as a group	Every lesson a country is chosen (usually learner but also teacher) and as a group	Every lesson a country is chosen (usually learner but also teacher) and as a group	Every lesson a country is chosen (usually learner but also teacher) and as a group

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Practical Application of Skills	Outdoor investigation into infiltration rates of different surfaces. Possible river enquiry	Decision making skills Use of GIS to observe / calculate cliff retreat	Use of news APPS to see Global governance at work e.g the WHO, UN etc	Use of OS Maps and GIS to see growth of Urban areas	Japanese Grab bags Possible "tomato soup" experiment (usually for KS4) Physical handing of volcanic rocks	Possible microclimate investigation around SHS Use of news apps, GIS to look at ice sheet changes