



## Intent for the Year 9 Geography Curriculum 2021-2022

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

The curriculum aims to provide challenge throughout KS3 with a wide variety of topics taught in 5-6 week units. There is a mixture of local and global themes with some themes. Country/continent studies will embed key themes. There is also a strong cross curricular element for example, rocks and energy part of the Science KS3 curriculum and Russia taught in History.

The school's international links are supported through topics on Russia and the Middle East in year 9.

Global goals are integrated within Geography and will be specifically referenced in lessons.

Character education is regularly referenced - in particular, Geography is all about developing "curiosity" about the world we live in. You need to be determined and resilient to be a successful geographer! We are the Curiosity department. Many lessons will start with an image to stimulate discussion and curiosity around topics in Geography helping them become confident Geographers.

We want students to think like geographers and have a sense of curiosity about the world they live in. There is a curiosity library in G2.

Careers - there are lots of practical skills throughout this year that are useful in future careers - for example data analysis, interpreting graphs/maps and other graphical and cartographic sources.

We are actively engaging with local employers such as Wessex Water and local regeneration schemes such as The Bridgwater Way who have offered to support our KS3 Curriculum.

**Implementation:** There is a timetable split with History – students will receive one lesson of Geography per week in one half term then two lessons a week in the next half term. For this reason, different classes will be at different stages of the curriculum during the year depending on the number of lessons they have received

**Interleaving:** Lessons start with a recap on prior learning and there are regular opportunities given for formative assessment. Summative assessment through KS3 assessment weeks, end of unit tests and Kerboodle assessments. SMHW and Kerboodle are also used to aid revision before assessments which are based on SMHW and Kerboodle.

**Homework:** is set regularly (once every 2 weeks though SMHW and will often be based around Kerboodle resources or geography in the news. H/W on alternate weeks with History. homework aims to develop a greater, broader understanding of issues that affect us all, to test prior knowledge and/or to promote wider reading in Geography. At the end of each topic we will set a Kerboodle assessment. Some homework will not be topic specific but will be set across KS3 (Geography in the News)

**Vocabulary:** Students are given a glossary of key terms to complete at the start of each unit.

**Curriculum adaptations as a result of the pandemic:** We have a renewed focus on language, reading and key terms. Students will receive a key term sheet at the start of topics and will be tested on understanding and spelling.

Geography has set up a curiosity library and we will be encouraging students to take books home for wider reading.

We have built in key skills throughout the year to fill gaps from lost learning in Year 6 and 7.

Term	Enquiry/Topic/Unit : What is going to be taught?	Key Outcomes: What will students have achieved by completing this scheme of learning?	Character Education: How does this topic link to a sense of Self, Others and the World, in terms of Character Education?	Assessment: Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?	Vocabulary: What are the key words for this topic/unit that students must know?	Home-Learning: What homework will be set and why (e.g. consolidate/extend)? How will this be marked?
1a	resources	By the end of this unit, most students should be able to answer these questions:	A sense of being a global citizen – responsibility.	Kerboodle quizzes on chapters. End of topic Diagnostic test.	natural resource renewable resource non-renewable resource	Set once every 2 weeks though SMHW and will be based around Kerboodle



		<ul style="list-style-type: none"> <li>✓ Can you explain these terms, and give two examples for each? natural resource, renewable resource, non-renewable resource</li> <li>✓ What do these terms mean? fresh water, groundwater, irrigate, water stress</li> <li>✓ What is the main use of fresh water around the world?</li> <li>✓ What are four examples of things we could do to reduce water stress?</li> <li>✓ What and where are Earth's drylands?</li> <li>✓ Why is desertification a major world problem?</li> <li>✓ What are three activities in the Sahel which: lead to desertification, could help to reverse desertification?</li> <li>✓ Countries are cutting back on using oil. What's the main reason?</li> <li>✓ What five natural, renewable resources are used to produce electricity in the UK?</li> <li>✓ Solar power can be particularly helpful in poorer countries. Why?</li> <li>✓ Many species are at risk of extinction – and we are the cause. Why?</li> </ul>	<p>Enquiry based topic – curiosity. Students are encouraged to ask questions. The challenge of studying a new topic – resilience. Considering how our actions impact others – compassion. Considering new ways to see the world and of presenting information – creative</p>	<p>Interleaving: Lessons usually start with a recap on prior learning and there are regular opportunities given for formative and summative assessment through class questions, enquiry based lessons, KS3 assessment weeks, end of unit tests and Kerboodle assessments.</p> <p>SMHW and Kerboodle are also used to aid revision before assessments which are based on SMHW and Kerboodle.</p>	<p>fresh water grey water groundwater aquifer irrigate water cycle water stress desertification degradation desalinisation drylands microdose biomass hydroelectricity tidal power solar farms mass extinction</p>	<p>resources <u>or</u> geography in the news. H/W on alternate weeks with History. homework aims to develop a greater, broader understanding of issues that affect us all; to test prior knowledge and/or to promote wider reading in Geography.</p>
1b	Russia	<p>By the end of this chapter, most students should be able to answer these questions:</p> <ul style="list-style-type: none"> <li>✓ Where exactly is Russia and what is its full name?</li> <li>✓ What do these terms mean? European Russia, Siberia, exclave</li> <li>✓ Where are these places? Can you locate them on a map of Russia? <ul style="list-style-type: none"> <li>○ the Volga, Amur, Ob, Yenisei, and Lena rivers</li> <li>○ the Russian Plain, West Siberian Plain, and Central Siberian Plateau</li> <li>○ the Ural and Caucasus mountain ranges, and Mount Elbrus</li> </ul> </li> </ul>	<p>Curiosity about the world's second largest country.</p>	<p>Kerboodle quizzes on chapters. End of topic Diagnostic test.</p> <p>Interleaving: Lessons usually start with a recap on prior learning and there are regular opportunities given for formative and summative assessment through class questions, enquiry based lessons, KS3 assessment weeks, end of unit tests and Kerboodle assessments.</p> <p>SMHW and Kerboodle are also used to aid revision before assessments which are based on SMHW and Kerboodle.</p>	<p>serf revolution communism permafrost</p> <p>taiga tundra peninsula enclave employment structure democracy poverty line</p>	<p>Set once every 2 weeks though SMHW and will be based around Kerboodle resources <u>or</u> geography in the news. H/W on alternate weeks with History. homework aims to develop a greater, broader understanding of issues that affect us all; to test prior knowledge and/or to promote wider reading in Geography.</p>



		<ul style="list-style-type: none"> <li>○ the Caspian Sea, Baltic Sea, Black Sea, and Lake Baikal</li> <li>○ the Kamchatka and Kola peninsulas</li> <li>○ Kaliningrad</li> <li>✓ What are Russia's climate zones and biomes called and what are they like?</li> <li>✓ What is permafrost? Where will you find it in Russia?</li> <li>✓ What is the pattern of population density in Russia? Can you explain this pattern?</li> <li>✓ Where are these places in Russia? Can you locate them on a map of Russia? <ul style="list-style-type: none"> <li>○ the two biggest cities</li> <li>○ the top holiday resort; four ports – two on the Baltic Sea, one on the Black Sea, and one in the Arctic</li> <li>○ the city at the eastern end of the Trans-Siberian railway</li> </ul> </li> <li>✓ Where in Russia is the Sakha Republic?</li> <li>✓ What are six geographical facts about the Sakha Republic?</li> </ul>				
2a	Rivers - next year coasts.	<p>By the end of this chapter, most students should be able to:</p> <ul style="list-style-type: none"> <li>● describe the water cycle and draw a simple diagram for it; know how we depend on it for survival (Unit 5.2)</li> <li>● explain how rainwater reaches a river, using the correct terms – surface runoff, infiltration, etc. (Unit 5.2)</li> <li>● name, define, and identify the different features of a river – source, river basin, tributary, etc. (Unit 5.3)</li> <li>● describe the processes of erosion, transport, and deposition (Unit 5.4)</li> <li>● describe and identify a V-shaped valley, interlocking spurs, waterfall, gorge, meander, and oxbow lake, and explain how each was formed (Unit 5.5)</li> </ul>	<p>Reflective about impact of lifestyles on climate change and flooding events. Understanding of the importance of resilience in developing flood defences for communities.</p>	<p>Kerboodle quizzes on chapters. End of topic Diagnostic test.</p> <p>Interleaving: Lessons usually start with a recap on prior learning and there are regular opportunities given for formative and summative assessment through class questions, enquiry based lessons, KS3 assessment weeks, end of unit tests and Kerboodle assessments.</p> <p>SMHW and Kerboodle are also used to aid revision before assessments which are based on SMHW and Kerboodle.</p>	<p>Bedload Confluence Embankment Flash flood Flood Flood defences Floodplain Fresh water Gorge Groundwater Infiltration Long profile Meander Mouth Oxbow lake Permeable River basin Sediment Source</p>	<p>Set once every 2 weeks though SMHW and will be based around Kerboodle resources <u>or</u> geography in the news. H/W on alternate weeks with History. homework aims to develop a greater, broader understanding of issues that affect us all; to test prior knowledge and/or to promote wider reading in Geography.</p>



		<ul style="list-style-type: none"> <li>• give at least five ways in which we use rivers, and two ways we harm river life (Unit 5.6)</li> <li>• describe how the Thames Estuary is used, and why the area needs regeneration (Unit 5.7)</li> <li>• explain what a flood is, and give heavy rain as the main cause (Unit 5.8)</li> <li>• give at least three factors that contribute to flooding; explain the part each plays (Units 5.8-5.9)</li> <li>• give examples of flood protection measures (four long-term, two short-term) and explain how each works (Unit 5.10)</li> <li>• say where the Thames rises and which sea it flows into; name at least six settlements on it; give at least five other facts about it (Units 5.1, 5.6, 5.7)</li> </ul>			<p>Tributary Water cycle Water table Watershed V-shaped valley</p>	
2b	International Development	<p>By the end of this topic, most students should be able to answer the following questions:</p> <ul style="list-style-type: none"> <li>✓ What would you expect to find in a poorly developed country?</li> <li>✓ What are development indicators? Can you give five examples?</li> <li>✓ Overall, which continent is the poorest?</li> <li>✓ Where is Malawi? What are six facts about it and its level of development?</li> <li>✓ Where is Singapore? What are six facts about it and its level of development?</li> <li>✓ Why are some countries much less developed than others?</li> <li>✓ What do these terms mean? colony, corruption, cash crop, commodity, infrastructure</li> <li>✓ Why is it risky for a country to depend on one or two commodities?</li> <li>✓ How can these help to put an end to extreme poverty in the world? the poorer countries, the richer countries, individuals like you</li> </ul>	<p>Compassion towards those suffering shortages of food, water etc. Reflective about sustainability. Confidence with the subject matter</p>	<p>Kerboodle quizzes on chapters. End of topic Diagnostic test. Interleaving: Lessons usually start with a recap on prior learning and there are regular opportunities given for formative and summative assessment through class questions, enquiry based lessons, KS3 assessment weeks, end of unit tests and Kerboodle assessments.  SMHW and Kerboodle are also used to aid revision before assessments which are based on SMHW and Kerboodle.</p>	<p>development developed developing HIC/LIC/NEE colony corruption cash crop commodity add value infrastructure GDP per person (PPP) transshipment port NGO microfinancing</p>	<p>Set once every 2 weeks though SMHW and will be based around Kerboodle resources <u>or</u> geography in the news. H/W on alternate weeks with History. homework aims to develop a greater, broader understanding of issues that affect us all; to test prior knowledge and/or to promote wider reading in Geography.</p>



		<ul style="list-style-type: none"> <li>✓ Manufacturing can play a big part in helping poor countries to develop. What three reasons help to explain why?</li> </ul>				
3a	from rocks to soil to Plate Tectonics	<p>By the end of this chapter, most students should be able to answer these questions:</p> <ul style="list-style-type: none"> <li>✓ What is a mineral? Can you give at least three examples?</li> <li>✓ What are the three groups of rock? How were the rocks in each group formed?</li> <li>✓ What do these terms mean? physical weathering, chemical weathering, freeze-thaw weathering, exfoliation</li> <li>✓ What is the rock cycle?</li> <li>✓ What are plates, and why do they move? <ul style="list-style-type: none"> <li>ü What do these terms mean? crust, mantle, core, lithosphere, convection current, oceanic crust, continental crust</li> <li>ü What causes earthquakes? What kind of damage do they do?</li> <li>ü What do these terms mean? fault, focus, epicentre, seismic wave, aftershock, tsunami</li> <li>ü What causes tsunamis? What kind of damage do they do?</li> <li>ü What are volcanoes? What kind of damage do eruptions do?</li> <li>ü What do these terms mean? magma, lava, crater, pyroclastic flow, mudflow, ash</li> </ul> </li> </ul> <p>Why do people live near plate edges, even though these are danger zones?</p>	<p>Studying resilience in terms of earthquake response Compassion</p>	<p>Kerboodle quizzes on chapters. End of topic Diagnostic test.</p> <p>Interleaving: Lessons usually start with a recap on prior learning and there are regular opportunities given for formative and summative assessment through class questions, enquiry based lessons, KS3 assessment weeks, end of unit tests and Kerboodle assessments.</p> <p>SMHW and Kerboodle are also used to aid revision before assessments which are based on SMHW and Kerboodle.</p>	<p>mineral fossil sedimentary rock metamorphic rock igneous rock physical weathering chemical weathering freeze-thaw weathering limestone pavement magma lava granite sandstone limestone pothole sinkhole bedrock continental crust oceanic crust convection current lithosphere core mantle fault focus epicentre seismic wave seismometer Richter scale aftershock tsunami magma</p>	<p>Set once every 2 weeks though SMHW and will be based around Kerboodle resources <u>or</u> geography in the news. H/W on alternate weeks with History. homework aims to develop a greater, broader understanding of issues that affect us all; to test prior knowledge and/or to promote wider reading in Geography.</p>
3b	The Middle East	<p>By the end of this chapter, most students should be able to answer these questions:</p> <ul style="list-style-type: none"> <li>✓ Where in the world is the region called the Middle East and the Arabian Peninsula</li> </ul>	<p>Curiosity about the geography of the Middle East</p>	<p>Kerboodle quizzes on chapters. End of topic Diagnostic test.</p> <p>Interleaving: Lessons usually start with a recap on prior learning and there are regular</p>	<p>exclave state plateau biome</p>	<p>Set once every 2 weeks though SMHW and will be based around Kerboodle resources <u>or</u> geography in the news.</p>



	<ul style="list-style-type: none"> <li>✓ Can you name at least twelve Middle East countries and their capitals?</li> <li>✓ Where are the following places in the Middle East? <ul style="list-style-type: none"> <li>○ three big rivers, including the world's longest river</li> <li>○ at least three mountain ranges, and the region's highest mountain</li> <li>○ the five seas and three gulfs which border Middle East countries</li> <li>○ the vast empty sand desert in Saudi Arabia</li> <li>○ the famous shipping canal which links two seas</li> <li>○ the strait which leads from the Persian Gulf</li> </ul> </li> <li>✓ What are the Middle East's climate zones and biomes called, and what are they like?</li> <li>✓ Which parts of the Middle East are the most, and least, populated?</li> <li>✓ What are at least five geographical facts about the Arabian Peninsula?</li> <li>✓ What are at least four causes of conflict in the Middle East (past and/or present)?</li> <li>✓ How did the conflict between Israel and the State of Palestine arise, and why it is hard to find a solution?</li> </ul>		<p>opportunities given for formative and summative assessment through class questions, enquiry based lessons, KS3 assessment weeks, end of unit tests and Kerboodle assessments.</p> <p>SMHW and Kerboodle are also used to aid revision before assessments which are based on SMHW and Kerboodle.</p>	<p>Sultan Bedouin caliphate steppe</p>	<p>H/W on alternate weeks with History. homework aims to develop a greater, broader understanding of issues that affect us all; to test prior knowledge and/or to promote wider reading in Geography.</p>
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**Impact:**

**Aims from KS3 Geography National Curriculum:**

By the end of KS3:

Students will develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and interpret a range of sources of geographical information.

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.

They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.

They should develop greater competence in using geographical knowledge, approaches and concepts and geographical skills.



Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Understand, through the use of detailed place-based exemplars at a variety of scales

Study human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

*And, hopefully lots more enthusiastic geographers to take forward into Year 9 with an understanding of the opportunities Geography and their other studies can give them.*