

**Intent for the Year 9 Geography Curriculum 2020-2021.**

KS3 - General. The curriculum aims to provide challenge throughout KS3 with a wide variety of topics taught in 4-5 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 China and Africa.

**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 want students to **think like geographers** and have a sense of **curiosity** about the world they live in.

**Purpose of study.** A high-quality geography education should inspire in pupils a **curiosity** and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Assessment:**

Interleaving: All 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 (at least once every 2 weeks though SMHW and will often be based around Kerboodle resources or geography in the news.

There are end of unit assessments in addition to assessments in assessment weeks.

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.

A key unit this academic year is “earning a living” which studies, in depth how jobs and opportunities have changed and will change in the future - with a strong emphasis on Geography jobs.the resources unit makes use a a large number of short video clips which often focus on opportunities in future, sustainable industries.

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Term	Topic	Key outcomes	Key terms for this topic.	
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1a	resources	<p>By the end of this unit, most students should be able to answer these questions:</p> <ul style="list-style-type: none"> <li>✓ Can you explain these terms, and give two examples for each? <i>natural resource, renewable resource, non-renewable resource</i></li> <li>✓ What do these terms mean? <i>fresh water, groundwater, irrigate, water stress</i></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: <i>lead to desertification, could help to reverse desertification?</i></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><i>natural resource renewable resource non-renewable resource fresh water grey water groundwater aquifer irrigate water cycle water stress desertification degradation desalinisation drylands microdose biomass hydroelectricity tidal power solar farms mass extinction</i></p>	<p><b>In this chapter, students will:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>✓ extend their locational knowledge and deepen their spatial awareness of the world's countries</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>✓ understand geographical similarities, differences and links between places</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>✓ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> <li>○ physical geography relating to rocks, weathering, soils and hydrology</li> <li>○ human geography relating to population and the use of natural resources</li> </ul> </li> <li>✓ understand how human and physical processes interact to influence, and change, landscapes, environments and climates, and how human activity relies on the effective functioning of natural systems</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>✓ build on their knowledge of globes, maps and atlases</li> <li>✓ interpret topographical and other thematic mapping, and aerial and satellite photographs</li> </ul>
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1b/2a	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? <i>European Russia, Siberia, exclave</i></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> <li>○ the Caspian Sea, Baltic Sea, Black Sea, and Lake Baikal</li> <li>○ the Kamchatka and Kola peninsulas</li> <li>○ Kaliningrad</li> </ul> </li> <li>✓ What are Russia's climate zones and biomes called and what are they like?</li> <li>✓ What is <i>permafrost</i>? 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 <i>Sakha Republic</i>?</li> <li>✓ What are six geographical facts about the Sakha Republic?</li> </ul>	<p><i>serf</i> <i>revolution</i> <i>communism</i> <i>permafrost</i></p> <p><i>taiga</i> <i>tundra</i> <i>peninsula</i> <i>enclave</i> <i>employment structure</i> <i>democracy</i> <i>poverty line</i></p>	<p><b>In this chapter, students will:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>✓ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia's environmental regions, key physical and human characteristics, and major cities</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>✓ understand similarities, differences and links between places through the study of human and physical geography</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>✓ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation, international development, economic activity, and the use of natural resources</li> <li>✓ understand how human and physical processes interact to influence, and change, landscapes, environments and climates, and how human activity relies on the effective functioning of natural systems</li> </ul> <p>Geographical skills and fieldwork</p>
2a/b	Rivers	<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> </ul>	<p>Bedload Confluence Embankment Flash flood</p>	<ul style="list-style-type: none"> <li>● Understand how geographical processes interact to create distinctive human and physical</li> </ul>

		<ul style="list-style-type: none"> <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> <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>Flood  Flood defences  Floodplain  Fresh water  Gorge  Groundwater  Infiltration  Long profile  Meander  Mouth  Oxbow lake  Permeable  River basin  Sediment  Source  Tributary  Water cycle  Water table  Watershed  V-shaped valley</p>	<p>landscapes that change over time.</p> <ul style="list-style-type: none"> <li>● Understand how human activity relies on effective functioning of natural systems.</li> <li>● Understand, through the use of detailed place-based exemplars, the key processes relating to hydrology.</li> <li>● Interpret a range of sources of geographical information, including maps and diagrams.</li> <li>● Interpret Ordnance Survey maps, including using grid references.</li> </ul>
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2b	Urbanisation	<p>By the end of this unit, most students should be able to:</p> <ul style="list-style-type: none"> <li>● identify and explain the Industrial Revolution as the start of urbanisation (Unit 3.1)</li> <li>● list the steps Manchester went through as it grew, and explain why the population declined after 1931 (Unit 3.2)</li> <li>● explain how new jobs, improved transport links and modern housing have helped to regenerate Manchester, and why its population is now growing (Unit 3.3)</li> <li>● describe the pattern of urbanisation around the world, and explain the link between urbanisation and wealth (Unit 3.4)</li> <li>● give examples of push and pull factors that draw people to urban areas (Unit 3.5)</li> <li>● give examples of things people need in urban areas, and explain why slums are common in lower-income countries (Unit 3.6)</li> <li>● explain what conditions are like in the slums in Lagos, and the different approaches to tackling the slum problem (Unit 3.7)</li> <li>● identify different ways to make cities more sustainable (Unit 3.8)</li> </ul>	<p>Brownfield site Conurbation Counter-urbanisation De-industrialisation Development Economy Farming Industrialisation Industrial Revolution Industry Infrastructure Megacity</p>	<p>Pull factors Push factors Regeneration Rural area Rural-urban migration Settlement Slums Squatter settlement Suburbs Sustainable Urban area Urban sprawl</p>
3a	earning a living	<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 the difference between goods and services?</li> <li>✓ What do these terms mean? <i>employment structure, primary sector, secondary sector, tertiary sector, quaternary sector, manufacturing, the economy.</i></li> <li>✓ What are two examples of jobs in each employment sector?</li> <li>✓ How has the UK's employment structure changed over the years?</li> <li>✓ The UK lost many of its manufacturing jobs, in the last 60 years. Why?</li> <li>✓ What changes in employment have taken place in Doncaster since its early days?</li> <li>✓ Why are clothing factories so important to Bangladesh?</li> </ul>	<p><i>primary sector secondary sector tertiary sector quaternary sector manufacturing the economy industrialise post-industrial import export inland port high-value jobs aerospace pharmaceuticals rare earth</i></p>	<p><b>In this chapter, students will:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>✓ extend their locational knowledge and deepen their spatial awareness of the world's countries</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>✓ understand geographical similarities, differences and links between places</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>✓ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to economic activity in the primary,</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Why is work in different sectors needed to bring us items such as a mobile phone?</li> </ul>	<i>multinational corporation</i>	<p>secondary, tertiary and quaternary sectors, and the use of natural resources</p> <ul style="list-style-type: none"> <li>✓ understand how human and physical processes interact and how human activity relies on effective functioning of natural systems</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>✓ build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</li> </ul>
	<p>International Development</p>	<p>By the end of this chapter, 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? <i>colony, corruption, cash crop, commodity, infrastructure</i></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? <i>the poorer countries, the richer countries, individuals like you</i></li> <li>✓ Manufacturing can play a big part in helping poor countries to develop. What three reasons help to explain why?</li> </ul>	<i>development</i> <i>developed</i> <i>developing</i> <i>HIC/LIC/NEE</i> <i>colony corruption</i> <i>cash crop</i> <i>commodity</i> <i>add value</i> <i>infrastructure</i> <i>GDP per person (PPP)</i> <i>transshipment port</i> <i>NGO</i> <i>microfinancing</i>	<p><b>In this chapter, students will:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>✓ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>✓ understand geographical similarities, differences and links between places through the study of human and physical geography</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>✓ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to international development</li> <li>✓ understand how human and physical processes interact and how human activity relies on effective functioning of natural systems</li> </ul>

				<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>✓ build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> </ul>
	Extreme Weather			
	from rocks to soil	<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? <i>physical weathering, chemical weathering, freeze-thaw weathering, exfoliation</i></li> <li>✓ What is the rock cycle?</li> <li>✓ What are plates, and why do they move?</li> <li>✓ Why does the UK have rock that was formed in other parts of the world?</li> <li>✓ Why does the UK have mountainous areas?</li> <li>✓ What type of bedrock does the UK have? Can you describe the general pattern?</li> <li>✓ How does rock type influence the landscape? Can you give at least two examples.</li> <li>✓ What do these terms mean? <i>soil, humus, topsoil, nutrient, fertiliser.</i></li> <li>✓ Why is soil so important to humans?</li> </ul>	<p><i>mineral</i> <i>fossil</i> <i>sedimentary rock</i> <i>metamorphic rock</i> <i>igneous rock</i> <i>physical weathering</i> <i>chemical weathering</i> <i>freeze-thaw weathering</i> <i>limestone pavement</i> <i>magma</i> <i>lava</i> <i>granite</i> <i>sandstone</i> <i>limestone</i></p> <p><i>pothole</i> <i>sinkhole</i> <i>tor</i> <i>silt</i> <i>soil profile</i> <i>humus</i> <i>topsoil</i> <i>bedrock</i> <i>nutrient</i> <i>fertiliser</i></p>	<p><b>In this chapter, students will:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>✓ extend their locational knowledge and deepen their spatial awareness of the world's countries</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>✓ understand geographical similarities, differences and links between places</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>✓ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> <li>○ physical geography relating to: geological timescales, plate tectonics, rocks, weathering and soils</li> <li>○ human geography relating to the use of natural resources</li> </ul> </li> <li>✓ understand how human and physical processes interact to influence, and change landscapes, and how human activity relies on the effective functioning of natural systems</li> </ul> <p>Geographical skills and fieldwork</p>

				<ul style="list-style-type: none"> <li>✓ build on their knowledge of globes, maps and atlases</li> <li>✓ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> </ul>
	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> <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><i>exclave</i> <i>state</i> <i>plateau</i> <i>biome</i></p> <p><i>Sultan</i> <i>Bedouin</i> <i>caliphate</i> <i>steppe</i></p>	<p><b>In this chapter, students will:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>✓ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the Middle East's key physical and human characteristics, countries, and major cities</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>✓ understand similarities, differences and links between places through the study of human and physical geography</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>✓ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> <li>○ physical geography relating to weather and climate</li> <li>○ human geography relating to population and urbanisation, international development, economic activity, and the use of natural resources</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p>

				✓ build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom
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**Key Aims throughout geography:** : We aim to ensure that all pupils:

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.

