Year 9 Curriculum Intent 2021-22

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	**Restless Earth** *Locational and place knowledge.* *Physical geography.*	**Industry** *Locational and place knowledge.* *Human geography.*	**Asia** *Locational and place knowledge.* *Physical geography.* *Human geography.*	**South America** *Locational and place knowledge.* *Physical geography.* *Human geography.*	**Global Issues** *Locational and place knowledge.* *Physical geography.* *Human geography.*	**Geographical Enquiry** *Geographical skills and fieldwork.*
Knowledge & Understanding *(National Curriculum)*	Physical geography relating to: geological timescales and plate tectonics. Understand how human activity relies on effective functioning of natural systems.	Human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; international development (TNCs and MNCs).	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India), focusing on their environmental regions, key physical and human characteristics, countries and major cities. Human geography relating to: population and urbanisation; international development.	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. Focus on their environmental regions, key physical and human characteristics, countries and major cities. Physical geography relating to: weather and climate. Human geography relating to: population and urbanisation; international development.	They should become aware of increasingly complex geographical systems in the world around them. Physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present. Human geography relating to: international development. Understand how human activity relies on effective functioning of natural systems.	Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Assessment	End-of-unit summative assessment (teacher-assessed).	Y9 exam (cumulative, all taught key concepts assessed). Teacher-assessed.	End-of-unit summative assessment (teacher-assessed).	Group presentation (teacher-assessed).	Y9 exam (cumulative, all taught key concepts assessed). Teacher-assessed.	Enquiry workbook (teacher-assessed).
Why this? Why now?	This is a fundamental physical geography unit, which develops students understanding of how our earth formed and the impact of natural hazards on people and the environment.	This topic develops a key understanding of our ever-changing world. It explores issues that are relevant to students and allow them to develop a complex understanding of	By learning about a continent, students are able to make connections between different aspects of geography. They can apply some of the knowledge and skills they have developed during	This topic provides another opportunity to develop spatial awareness and connect different aspects of geography. Students will learn about the physical and human geography of South	This is a fascinating topic, which allows students near the end of their KS3 studies to debate some big world issues such as climate change, energy, food and poverty. The focus is on students	Geographical enquiry is a fundamental skill in geography required at all levels. In GCSE it is assessed in paper 3 making up half of the written examination.

	Students will have some prior knowledge from KS2 and year 7 where they study earthquakes in the North America topic. It also connects to other year 9 topics such as the Asia where students will be able to explain the hazards that occur in the continent, making connections between the different aspects if geography. This particular unit links to elements of the Challenge of Natural Hazards (Unit A of AQA GCSE paper 1).	the world we live in such as globalisations. Students will have some prior knowledge of jobs we do from the United Kingdom unit taught in year 7 and the population topic taught in year 8, both of which include key aspects of human geography and movement of people. This unit links to Links to Urban Change in the UK and The Changing Economic World both of which are topics that are taught for the AQA GCSE paper 2.	their previous physical and human topics (Restless Earth and Industry) and assess the impact of them in Asia, alongside new knowledge of different countries. It also develops student's spatial awareness, which is a vital geographical skill each key stage. There are various links with GCSE topics such as The Changing Economic World taught for the AQA GCSE paper 2 and Natural Hazards (Unit A of AQA GCSE paper 1)	American countries, with a big focus on the Amazon rainforest and cities in Brazil.. There are direct links with topics taught already at KS3 allowing for knowledge recall opportunities e.g. weather and climate taught in year 8 and settlement taught in year 7. The unit also provides opportunities to begin to explore some key GCSE content such as tropical rainforests taught in the Living World section of Unit B (paper 1 for AQA GCSE geography) and Urban Issues and Challenges, Unit A (paper 2 for AQA GCSE geography).	ability to evaluate, which is a fundamental GCSE skill and a skill that is required in many other subjects and indeed life in general. It allows students to think critically and make well-informed judgements whilst appreciating different viewpoints. There are various links to further study e.g. climate change, which is taught in the Natural Hazards GCSE topic, Unit A of paper 1, and food, which is taught in Resource Management, Unit C of paper 2.	The unit is completed at the end of the year due to the weather being more favourable for fieldwork to collect primary data.
Skills & Characteristics	This unit will develop a range of skills and characteristics including but not limited to; • Describing patterns and distributions • Explaining processes • Analysing graphs • Annotating photographs • Problem solving • Aiming high	This unit will develop a range of skills and characteristics including but not limited to; • Describing patterns and distributions • Grid references and map reading • Debating geographical issues • Drawing and analysing graphs • Analysing changes over time • Problem solving • Creativity	This unit will develop a range of skills and characteristics including but not limited to; • Developing spatial awareness • Describing patterns and distributions • Interpreting physical and political maps • Drawing and annotating diagrams • Problem solving • Listening	This unit will develop a range of skills and characteristics including but not limited to; • Developing spatial awareness • Explaining processes • Analysing maps and graphs • Evaluating geographical issues • Problem solving • Speaking • Listening	This unit will develop a range of skills and characteristics including but not limited to; • Evaluating geographical issues • Debating • Making a judgement • Problem solving • Teamwork • Creativity	This unit will develop a range of skills and characteristics including but not limited to; • Describing locations • Asking geographical questions • Collecting primary data • Drawing field sketches • Drawing a range of graphs • Using GIS • Analysing data • Problem solving • Teamwork • Creativity

Aspirations & Careers	Potential aspirations and careers explored in this topic include but are not limited to; • Volcanologist • Seismologist • Disaster management • Risk assessment • Civil engineering • Town planning	The whole unit explores a range of careers in different sectors of industry giving students a broad knowledge of the types of jobs and careers in different locations.	Potential aspirations and careers explored in this topic include but are not limited to; • Data analyst • Statistician • Town planner • Demographer • Environmental consultant	Potential aspirations and careers explored in this topic include but are not limited to; • Conservationist • Politician • Town planner • Meteorologist • Teacher • Journalist • Travel agent	Potential aspirations and careers explored in this topic include but are not limited to; • Journalist • News broadcaster • Politician • Environmental manager • Aid worker	Potential aspirations and careers explored in this topic include but are not limited to; • Research and development officer • Police officer • Environmental manager • Statistician • Data analyst