**Curriculum Content Map**

**Year group: 9**

**Subject: Geography**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | | | | | | **Term 2** | | | | | | **Term 3** | | | | |
|  | **UNIT 1** | | **AP1** | **UNIT 2** | | **AP2** | **UNIT 3** | | **AP**  **3** | **UNIT 4** | | **A**  **P**  **4** | **UNIT 5** | | | **A**  **P**  **5** | **UNIT 6** |
| Month | **September** | **October** | | **November** | **December** | | **January** | **February** | | | **March** | | **April** | **May** | **June** | | **July** |
| Virtue | **Friendliness & Civility** | **Justice & Truthfulness** | | **Courage** | **Generosity** | | **Gratitude** | **Good Speech** | | | **Good Temper & Humour** | | **Self-Mastery** | | **Compassion** | | **Good Sense** |
| Skill | **Listening** | **Leadership** | | **Problem-Solving** | **Creativity** | | **Staying Positive** | **Speaking** | | | **Staying Positive** | | **Aiming High** | | **Speaking** | | **Teamwork** |
| Curriculum Content | War and conflict, the causes, effects and consequences of war in the Middle East, such as geopolitical tensions. The social, economic and environmental consequences of the war, including the refugee crisis, which affects both the region and surrounding continents. | | | The causes and effects of population change, including the links between population and development (through investigating the demographic transition model with the use of population pyramids). The causes and consequences of a youthful population (e.g. Ghana) and an ageing population (e.g. Japan) | | | The development gap between rich and poor: Economic measures of development.  The locations of countries at differing stages of development.  The causes of the development gap, both between and within countries. | | | Geopolitics and the growth of the new superpowers: Economic and geopolitical issues in southern and eastern Asia.  How China and India have developed economically, politically and militarily in the last 30 years.  How this has led to tensions both regionally and globally. | | | Global atmospheric circulation producing the world’s weather systems.  Britain’s climate, as part of the global atmospheric system, as well as variations within in the country  The natural and human causes of climate change, both historically and in the current time period.  Effects of climate change.  Tropical storms – causes, frequency, distribution and impacts (social, economic and environmental)  Droughts – causes, frequency, distribution and impacts (social, economic and environmental)  The causal link between climate change and tropical storms, climate change and drought. | | | | Completion of Topic 5 |
| National Curriculum area | 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 (human characteristics) | | | Human geography relating to population and urbanisation | | | Human geography relating to international development and economic activity | | | Extending 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) | | | 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  Physical geography relating to weather and climate | | | | Completion of Topic 5 |
| Link to Virtue | Friendliness and civility are required if war and conflict are to be avoided | The hunt for justice and truthfulness in avoiding war | | Courage when dealing with the effects of a youthful and ageing population | Generosity of spirit in a society where we help with the elderly | | Gratitude when attempting to close the development gap between HICs and LICs | Students will have the opportunity to demonstrate good speech whilst doing presentations | | | International communities demonstrating good temper and humour as they avoid geopolitical tensions | | Self-mastery in dealing with the effects and attempted solutions of atmospheric natural disasters | | Students will show compassion for those who are the victims of the climate crisis and the atmospheric and hydrological hazards they cause | | Completion of Topic 5 |
| Link to Skill | Communities must listen to each other if war and conflict are to be avoided | Leadership in the search for peace | | Problem solving when trying to deal with the population crisis in countries at different development stages | Creative solutions to population problems | | Staying positive at a global level (for LICs) when closing the development gap | Students will have the opportunity to demonstrate speaking / oracy whilst doing presentations | | | Staying positive globally as we solve the problem of geopolitical tensions | | Aiming high to reduce the impacts of climate change and break the link between the climate crisis and atmospheric hazards | | Students will have the opportunity to demonstrate speaking / oracy whilst doing presentations | | Completion of Topic 5 |
| Image result for skills iconSequencing | Builds upon Locational geography of the Middle East covered in Y8 Topic 4 (the Middle East as one of the “Impossible Places” due to water deficits) | | | Builds upon Y9 Topic 1 - emigration from war zones and immigration to recipient countries are factors that affect a country’s population. Also Japan and Ghana from Year 7 Topics 3 and 4: countries at differing stages of development having different demographic structures | | | Builds upon locational case studies covered at Y7 – 9 that are at different stages of development: Ghana, Syria, India, Dubai, Britain, Japan | | | Builds upon coverage of the development gap in Y9 Topic 3 – India and China as examples of countries who are bridging the development gap as they become global superpowers.  Also build upon demographic features of development | | | GCSE content: Builds upon coverage of hydrological hazards covered in Y8 Topic 1 and Topic 5 | | | | Completion of Topic 5 |
| Is further developed in Y9 Topic 2 – emigration from war zones and immigration to recipient countries are factors that affect a country’s population | | | Is further developed in Y9 Topic 3 – HICs and LICs at either side of the development gap have different demographic structures | | | Is further developed in Year 9 Topic 4 by comparing the geopolitical situation in India and China: two Emerging Economies | | | Is further developed in GCSE (Edexcel A Paper 2) | | | Is further developed in GCSE (Edexcel A Paper 1) | | | | Completion of Topic 5 |
| Retrieval C:\Users\meltynegate\Pictures\icons for booklet\cloud.png | Low stakes testing on water surplus and deficit | | | Low stakes testing on war and conflict | | | Low stakes testing on population change | | | Low stakes testing the development gap | | | Low stakes testing on geopolitical geography | | | | Completion of Topic 5 |
| New Learning C:\Users\meltynegate\Pictures\icons for booklet\steps.png | War and conflict, the causes, effects and consequences of war in the Middle East, such as geopolitical tensions. The social, economic and environmental consequences of the war, including the refugee crisis, which affects both the region and surrounding continents. | | | The causes and effects of population change, including the links between population and development (through investigating the demographic transition model with the use of population pyramids). The causes and consequences of a youthful population (e.g. Ghana) and an ageing population (e.g. Japan) | | | Economic measures of development.  The locations of countries at differing stages of development.  The causes of the development gap, both between and within countries. | | | Economic and geopolitical issues in southern and eastern Asia.  How China and India have developed economically, politically and militarily in the last 30 years.  How this has led to tensions both regionally and globally. | | | Global atmospheric circulation producing the world’s weather systems.  Britain’s climate, as part of the global atmospheric system, as well as variations within in the country  The natural and human causes of climate change, both historically and in the current time period.  Effects of climate change.  Tropical storms – causes, frequency, distribution and impacts (social, economic and environmental)  Droughts – causes, frequency, distribution and impacts (social, economic and environmental)  The causal link between climate change and tropical storms, climate change and drought. | | | | Completion of Topic 5 |
| Independent Practice | War and conflict, the causes, effects and consequences of war in the Middle East, such as geopolitical tensions. The social, economic and environmental consequences of the war, including the refugee crisis, which affects both the region and surrounding continents. | | | The causes and effects of population change, including the links between population and development (through investigating the demographic transition model with the use of population pyramids). The causes and consequences of a youthful population (e.g. Ghana) and an ageing population (e.g. Japan) | | | Economic measures of development.  The locations of countries at differing stages of development.  The causes of the development gap, both between and within countries. | | | Economic and geopolitical issues in southern and eastern Asia.  How China and India have developed economically, politically and militarily in the last 30 years.  How this has led to tensions both regionally and globally. | | | Global atmospheric circulation producing the world’s weather systems.  Britain’s climate, as part of the global atmospheric system, as well as variations within in the country  The natural and human causes of climate change, both historically and in the current time period.  Effects of climate change.  Tropical storms – causes, frequency, distribution and impacts (social, economic and environmental)  Droughts – causes, frequency, distribution and impacts (social, economic and environmental)  The causal link between climate change and tropical storms, climate change and drought. | | | | Completion of Topic 5 |
| Misconceptions | Challenging misconceptions about refugees and immigrants – consider the idea that they can be both political and economic | | | The consequences of an ageing population are not always negative! | | | The concept of internal divisions of development within a country: HICs have poorer areas within them; LICs have richer areas | | | Myths about India and China that we would associate with these two nations as emerging economies | | | The concept of climate change being completely man made! | | | | Completion of Topic 5 |
| Vocabulary and Comprehension | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | Frayer model  Word maps  Word gradients | | | | Frayer model  Word maps  Word gradients |
| C:\Users\meltynegate\Pictures\icons for booklet\glasses.pngLiteracy | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | Identification of Tier 2 and 3 vocabulary in reading links used | | | | Identification of Tier 2 and 3 vocabulary in reading links used |
| Image result for numeracy iconNumeracy | Use of choropleth maps and proportional circles to represent refugee movement and arrivals | | | Population pyramids and calculation of changing population statistics over time (eg calculate NI from BR and DR) | | | Scattergraphs / correlations to show the relationship between different development indicators | | | Fractions and percentages showing changes in military and economic spending as a proportion of GDP over time | | | Graphical analysis of the impact of droughts and storm, linking to locational information e.g. choropleth maps or desire lines on world and regional maps | | | |  |
| Oracy | Discussion, debate and speech making on war in the Middle East | | | Discussion, debate and speech making on issues surrounding demographic change | | | Discussion, debate and speech making on how we can close the development gap | | | Discussion, debate and speech making on the economic threat from India and the geopolitical threat from China | | | Discussion, debate and speech making on the extent to which climate change is adding to the frequency and magnitude of atmospheric and hydrological hazards | | | | Discussion, debate and speech making on river, flood management and water management |
| Careers | Aid agency  NGO  Civil service / foreign office  Journalism | | | Local government  Education  Health and Social care | | | Economist  Aid agency  NGO | | | Civil service / foreign office  Teaching English in India and China | | | Climatologist  Meteorology  National Rivers Authority  Environment Agency | | | | Climatologist  Meteorology  National Rivers Authority  Environment Agency |
| Super Curricular Links | - | | | - | | | - | | | - | | | - | | | | - |
| British values  and SMSC | Should we be insisting on the rule of law and individual liberties in foreign regions? The moral purpose of helping people who are in need in other locations | | | Individual liberty for young and old alike.  Social aspects of countries with different demographic features | | | The rule of law and individual liberties in countries at different parts of the development spectrum.  Moral purpose of closing the development gap. | | | The rule of law and individual liberties in countries who are gaining in geopolitical power.  Moral purpose of reducing global geopolitical tensions. | | | The rule of law and individual liberties countries experiencing hydrological disasters. Should we compromise these if countries are trying to mitigate climate change and natural hazards,  Moral purpose of reducing the impact of climate change. | | | | See left |
| Summative assessment | AP1 | | | AP2 | | | AP3 | | | AP4 | | | AP5 | | | |  |
| Scaffolding for LA | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding | | | | Modelled answers  Writing frames  Use of visualisers  Concrete examples  Dual coding |
| Challenge for HA  ✰ | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students | | | | Directed questioning  Extended reading eg second reading link  Use of extended writing for homework tasks  Production of personalised mindmaps by students |