

Curriculum Content Map

Subject: Geography

Year group: 9

| | Term 1 | | | | Term 2 | | | | Term 3 | | | |
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| | UNIT 1 | | UNIT 2 | | UNIT 3 | | UNIT 4 | | UNIT 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 | Seas and oceans, both as biomes and the threat they pose to our coasts – types of coastal erosion and the natural habitats that exist at our coastline. | | Glaciers as water stores, how they affect our landscape, how they have changed due to climate change, including a look at the ice stores of the Antarctica and how man utilises this wilderness area | | Rivers – hydrological cycle, river processes (erosion, transportation and deposition) and fluvial features | | Impossible places – locations that survive despite a surplus or deficit of water. How man manages the environment to flourish in these areas | | 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 | 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 coasts. | | Physical geography relating to: geological timescales and glaciation, the change in climate from the ice age. Focus on environmental regions, such as the polar area. | | Physical processes relating to hydrology. Understanding how human and physical processes interact to influence, and change landscapes. | | Locational knowledge and deepen their spatial awareness of the Middle East, focusing on their environmental regions e.g. hot deserts Physical geography relating to weather and climate | | 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 required between nations in international environmental stewardships | Justice and truthfulness needed when protecting this aspect of the environment | The courage to address climate change when it is affecting the Earth’s glaciers and water supply | Generosity between nations when protecting glaciers | 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 | Self-mastery in dealing with the effects and attempted solutions of atmospheric natural disasters | 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 | | |
| Link to Skill | Nations need to listen to each other when protecting oceanic biomes due to “lack of borders” | Leadership by organisations required when protecting this aspect of the environment | Solving the problem of glacial depletion | Creative solutions required at a global level | 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 | Aiming high to reduce the impacts of climate change and break the link between the climate crisis and atmospheric hazards | 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 | | |
| Sequencing  | Builds upon the generic features of biomes (habitats, food webs etc) covered in Y7 Units 5 and 6 Coastal locations covered in Y7 Unit 2 will be used when investigating coastal management, including the use of map and atlas skills from Units 1 and 2 | | Builds upon the concepts of biome features (eg interdependency) from Y7 Topics 5,6 and Y8 Topic 1, also reference to how landscapes are shaped by nature (coastal erosion in Y8 Topic 2) | | Builds upon the concepts of natural processes affecting the landscape in Y9 Topics 1 and 2 (coastal / glacial / river erosion) and the natural landscapes formed | | Builds upon the concept of water availability due to hydrological features covered in Y9 Topic 3 | | GCSE content: Builds upon coverage of hydrological hazards covered in Y8 Topic 1 and Topic 5 | | | Completion of Topic 5 |
| | Is further developed in Y8 Unit 2 and 3 when looking at the Antarctic biome and in a comparison between coastal, glacial and river erosion | | Is further developed in Y8 Topic 3 in terms of hydrological features affecting the landscape | | Is further developed in Y8 Topic 4 when the relationship between hydrological features and storage and availability / water as a resource is explored | | Is further developed in Y8 Topic 5 when the management of water landforms and water availability is investigated | | Is further developed in GCSE (Edexcel A Paper 1) | | | Completion of Topic 5 |
| Retrieval  | Low stakes testing on the generic features of biomes and ecosystems (from Y7 Unit) | | Low stakes testing on ocean biomes and coastal management | | Low stakes testing on glaciation, climate change and Antarctica | | Low stakes testing on rivers and hydrological processes | | Low stakes testing on geopolitical geography | | | Completion of Topic 5 |

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| <p>New Learning</p>  | <p>Seas and oceans, both as biomes and the threat they pose to our coasts – types of coastal erosion and the natural habitats that exist at our coastline.</p> | <p>Glaciers as water stores, how they affect our landscape, how they have changed due to climate change, including a look at the ice stores of the Antarctica and how man utilises this wilderness area</p> | <p>Rivers – hydrological cycle, river processes (erosion, transportation and deposition) and fluvial features</p> | <p>Impossible places – locations that survive despite a surplus or deficit of water. How man manages the environment to flourish .in these areas</p> | <p>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.</p> | <p>Completion of Topic 5</p> |
| <p>Independent Practice</p>  | <p>Seas and oceans, both as biomes and the threat they pose to our coasts – types of coastal erosion and the natural habitats that exist at our coastline.</p> | <p>Glaciers as water stores, how they affect our landscape, how they have changed due to climate change, including a look at the ice stores of the Antarctica and how man utilises this wilderness area</p> | <p>Rivers – hydrological cycle, river processes (erosion, transportation and deposition) and fluvial features</p> | <p>Impossible places – locations that survive despite a surplus or deficit of water. How man manages the environment to flourish .in these areas</p> | <p>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.</p> | <p>Completion of Topic 5</p> |
| <p>Misconceptions</p>  | <p>The idea that seas and oceans are less prone to environmental degradation as man has less contact with them. The concept that man has to solve the coastal erosion problem by always “keeping the sea at bay”</p> | <p>The concept that as glacial environments are more remote from human habitation that they need less environmental protection</p> | <p>An understanding that because rivers are fluvial systems they are constantly dynamic and changing</p> | <p>Challenging the assumption that man can easily overcome water shortages in such “impossible places”</p> | <p>The concept of climate change being completely man made!</p> | <p>Completion of Topic 5</p> |
| <p>Vocabulary and Comprehension</p>  | <p>Fraye model Word maps Word gradients</p> | <p>Fraye model Word maps Word gradients</p> | <p>Fraye model Word maps Word gradients</p> | <p>Fraye model Word maps Word gradients</p> | <p>Fraye model Word maps Word gradients</p> | <p>Fraye model Word maps Word gradients</p> |
| <p>Literacy</p>  | <p>Identification of Tier 2 and 3 vocabulary in reading links used</p> | <p>Identification of Tier 2 and 3 vocabulary in reading links used</p> | <p>Identification of Tier 2 and 3 vocabulary in reading links used</p> | <p>Identification of Tier 2 and 3 vocabulary in reading links used</p> | <p>Identification of Tier 2 and 3 vocabulary in reading links used</p> | <p>Identification of Tier 2 and 3 vocabulary in reading links used</p> |
| <p>Numeracy</p>  | <p>Statistical analysis for changes in sea levels</p> | <p>Comparison of glacial retreat figures in various locations, including Antarctica</p> | <p>Storm hydrographs (basic). Working out the correlation between rainfall figures and flooding</p> | <p>Climate data – comparison of 2 climate graphs in 2 “impossible place” locations</p> | <p>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</p> | |
| <p>Oracy</p>  | <p>Discussion, debate and speech making on the protection of the ocean biome and coastal management</p> | <p>Discussion, debate and speech making on wilderness protection in Antarctica</p> | <p>Discussion, debate and speech making on river management</p> | <p>Discussion, debate and speech making on water resource management</p> | <p>Discussion, debate and speech making on the extent to which climate change is adding to the frequency and magnitude of atmospheric and hydrological hazards</p> | <p>Discussion, debate and speech making on river, flood management and water management</p> |
| <p>Careers</p>  | <p>Environmental protection, local authorities and councils (coastal management)</p> | <p>Environmental protection, geologist, travel and tourism, climatologist</p> | <p>River management, National Rivers Authority, water companies, environmental agencies</p> | <p>Travel and tourism, water resource management</p> | <p>Climatologist Meteorology National Rivers Authority Environment Agency</p> | <p>Climatologist Meteorology National Rivers Authority Environment Agency</p> |
| <p>Super Curricular Links</p> | <p>-</p> | <p>-</p> | <p>Field studies visit at local river</p> | <p>-</p> | <p>-</p> | <p>-</p> |
| <p>British values and SMSC</p> | <p>The rule of law in the global stewardship of the ocean biome, democratic institutions involved in coastal protection. The moral obligation to protect our seas, oceans and coast</p> | <p>The rule of law in the global stewardship of the glacial landscapes, and the moral obligation to protect them. What role do they play in our cultural heritage?</p> | <p>How does the law affect our river systems (NRA role)? Rivers as part of our culture</p> | <p>Democratic ideals in different locations and “impossible places”. Culture and society in these locations</p> | <p>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.</p> | <p>See left</p> |

