Curriculum Content Map — **Subject: Year 9 Geography**

Months			Term 1				Term 2					Term 3		
			September	October	November	December	January	Febuary Half term 1	February Half term 2	March	April	May	June	July
	Units of Work		Seas and Ocean	Seas and Ocean	Glaciers	Glaciers	Rivers	Rivers	Impossible Places	Impossible Places	Global Weather	Global Weather	Global Weather	Completion of Topic 5
Cultural Transmission	Written Curriculum area – KS3		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 oceans.	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 oceans.	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 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.	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	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	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	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
	Substantive Knowledge	*The What!*	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.	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	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	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	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	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	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
	Disciplinary knowledge	*The How!*	Written analysis and extended writing of physical processes and environments, making the link between the marine environment and man's use of the ocean biome	Written analysis and extended writing of physical processes and environments, making the link between the marine environment and man's use of the ocean biome and use of locational knowledge to investigate a named area of coastal erosion and landform formation (Dorset), using statistics to understand how physical and human processes interact	Extended writing and use of research material to analyse climate change and glacial processes, using OS maps to investigate specific locations of glacial erosion in the UK e.g. Scotland's highlands, the Lake District	Extended writing and use of research material to analyse climate change and glacial processes, using OS maps to investigate specific locations of glacial erosion in the UK e.g. Scotland's highlands, the Lake District	Investigating the link between the hydrosphere and drainage basin systems - how physical and human processes interact, using GIS and OS maps to look at examples of river flow and discharge	Investigating the link between the hydrosphere and drainage basin systems - how physical and human processes interact, using GIS and OS maps to look at examples of river flow and discharge	Research and use of locational and place knowledge to focus on man's settlement of specific environmental regions.	Research and use of locational and place knowledge to focus on man's settlement of specific environmental regions.		Statistical and locational knowledge of specific locations related to climate change and climatic hazards. Students aquire a spatial awareness of how physical factors affect human features and how countries at different stages of development can mitigate against or manage atmospheric hazards.	Statistical and locational knowledge of specific locations related to climate change and climatic hazards. Students aquire a spatial awareness of how physical factors affect human features and how countries at different stages of development can mitigate against or manage atmospheric hazards.	Statistical and locational knowledge of specific locations related to climate change and climatic hazards. Students aquire a spatial awareness of how physical factors affect human features and how countries at different stages of development can mitigate against or manage atmospheric hazards.
	Sequencing (Final)	*Reviewed & Extended*	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 2Is further developed in Y8 Unit 2 and 3 when looking at the Antarctic biome and in a comparison between coastal, glacial and river erosion	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 2Is further developed in Y8 Unit 2 and 3 when looking at the Antarctic biome and in a comparison between coastal, glacial and river erosion	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) Is further developed in Y8 Topics 3 in terms of hydrological features effecting the landscape	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) Is further developed in Y8 Topics 3 in terms of hydrological features effecting the landscape	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 Is further developed in Y8 Topic 4 when the relationship between hydrological features and storage and availability / water as a resource is explored	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 Is further developed in Y8 Topic 4 when the relationship between hydrological features and storage and availability / water as a resource is explored	Builds upon the concept of water availability due to hydrological features covered in Y8 Topic 3. Is further developed in Y8 Topic 5 when the management of water landforms and water availability is investigated	Builds upon the concept of water availability due to hydrological features covered in Y8 Topic 3 Is further developed in Y8 Topic 5 when the management of water landforms and water availability is investigated	GCSE content: Builds upon coverage of hydrological hazards covered in Y8 Topic 1 and Topic 5 Is further developed in GCSE (Edexcel A Paper 1)	GCSE content: Builds upon coverage of hydrological hazards covered in Y8 Topic 1 and Topic 5 Is further developed in GCSE (Edexcel A Paper 1)	GCSE content: Builds upon coverage of hydrological hazards covered in Y8 Topic 1 and Topic 5 Is further developed in GCSE (Edexcel A Paper 1)	Completion of Topic 5
	Summative Assessment		AP1	AP1	AP1	AP1	AP2	AP2	AP2	AP2	AP3	AP3	AP3	AP3
Personal Empowerment	Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice and Truthfulness	Courage	Generosity	**Graditude**	**Good Speech**	**Good Speech**	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
	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		Students will show compassion for those who are the victims of the climate crisis and the atmospheric and hydrological hazards they cause	Students will show compassion for those who are the victims of the climate crisis and the atmospheric and hydrological hazards they cause	Good temper 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	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	Students will show compassion for those who are the victims of the climate crisis and the atmospheric and hydrological hazards they cause
Preparation for Work	Skill	*Transferable skills*	Listening	Leadership	Problem-solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
	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		Students will have the opportunity to demonstrate speaking / oracy whilst doing presentations	Students will have the opportunity to demonstrate speaking / oracy whilst doing presentations	Staying positive in reducing the impacts of climate change, and breaking 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	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	Students will have the opportunity to demonstrate speaking / oracy whilst doing presentations
Preparation for Citizenship	SMSC & British Values	*Developing opinion on current issues*	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	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	The rule of law in the global stewardship of the glacial landscapes, and the moral obligation to protect then. What role do they play in our cultural heritage?	The rule of law in the global stewardship of the glacial landscapes, and the moral obligation to protect then. What role do they play in our cultural heritage?	How does the law affect our river systems (NRA role)? Rivers as part of our culture development	How does the law affect our river systems (NRA role)? Rivers as part of our culture development	Democratic ideals in different locations and "Impossible places". Culture and society in these locations	Democratic ideals in different locations and "Impossible places". Culture and society in these locations	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.	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.	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.	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.
	Link to Values													