Curriculum	n Context Map Subject: Year 9 Geography													
				Term 1					Term 2				Term 3	
M	nth		September	October	November	December	January	Febuary Hall term 1	February Hall term 2	March	Apri	May	June	July
	and a set		Seas and Ocean	Seas and Ocean	Glaciers	Gladers	Rivers	Rivers	Impossible Places	Impossible Places	Global Weather	Global Weather	Global Weather	Completion of Topic 5
Cultural Transmission	National Curriculum area - KS3		Understand how human and physical promises interact to influence, and durage landscapes, environments and the climating and how human activity relies on effective functioning of natural system. Physical geography relating to coasts.	Understand how human and physical processes interact to influence and dharge landscapes, environments and the dimate; and how human activity relies on effective functioning of natural systems. Physical geography relieng to coasts.	Physical geography relating to: geological timescales and glaciation, the change in climate from the ice age. Focus on environmental region, such as the polar area	Physical geography relating to: geological timescales and glacation, the change in climate from the ice age. Focus on environmental regions, such as the polar area	Physical processes relating to hydrology. Understanding how homes and physical processes interact to influence, and change landscopes.	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 localedge and designs their spatial assumes of the Middle Locat, localing on their environmental regions e.g. but disearts. Physical geography relating to weather and climate	Understand have human and physical processors instruct to influence, and sharp becknopp, environments and the distance, and have human satisfy young and the sector processor of started systems Byound propertyley relating to watcher and distance	Understand have human and physical procession interact to influence, and change includuages, and non- closed, and have human antihity define in efficient substances of channel systems. Physical groupshy widing to wanther and channel	Defended base home and physical presents instruct to influence, and charge bedrages, environments and the charact, and has been entity within an effective transmission of character spores Physical parapelies institute to washine and character Physical parapelies institute to washine and character and the spore of the spore o	Completion of Topic S
	Substantive Knowledge	The What!	Seas and oceans, both as biomes, and the threat they pose to our coasts – types of coastaf 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 exit our coastiles.	Glaciers as water stores, how they affect our landscape, how they have changed due to climate at change, including a look at the los stores of the Antarctica and how man utilians this wilderness area	Glacters as water stores, how they affect our landscape, how they have changed due to dimate change, including a look at the ior stores of the Artanctics and how man stillass this wildemess area. API rEing in the gaps - Coastal defences and coastal formations from headlands.	Rivers – hydrological cycle, river processes (prosices, transportation and deposition) and fluvial features	Rivers – hydrological cycle, river processes (erosion, transportation and deposition) and fluxial features	Impossible places – locations that survive despite a surplu or deficit of water. Now 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 anomphetic studieting pedancity for workfor workfor system. Brinks checker, part of the global anomphetic regime, and an extra motion that the to entry. The natural and human search checker alongs but historical part is the correct time period. The part of the studietic regime is the studietic regime is the studietic regime in the studietic regime is the The global alongs - studietic regime is the studietic regime is the studietic regime is the Study of the studietic regime is the studietic regime	Global anomphere circulation producing the world's worldwayes. Berlink check, as part of the global anomphere types, as well as watcher within the condry. The natural and human stands of check alongs, but historically and in the control time point. The natural and human stands of check alongs and the historical product of the standard The standard and the standard and the standard standard standard standard and Designed - causes, thespeng, distributions and particle local, strandard anompetities The standard between stones the standard or stype is the strandard standard strandard standard and the standard strandard standard standard standard standard standard standard standard standard standard standard The standard between stones the standard or stype is stand, standard standard standard standard standard standard standard Standard standard standard standard standard st	Exited an ensymptotic circulation producing the world's world's systems. Bartaci circless, part of the glad interpret cystem, and all accustes within its the contry. The natural and shares around a classical charge, but historical, and a the control target of the Tragetal circless and the system of the systems of the control of the control of the Tragetal circless, the system, detailing and any systems of the control of the Dought — source, the system, detailing and any systems of the systems and the days of drought The source line barrenes: shows have and operator them, discharget and straget of the systems of the system	Completion of Topic S
	Disciptinary 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 cosan biome	Written analysis and extended writing of physical processes and environment, making the link between the marine environment at man's use of the ocean bittern and uself locational knowledge to investigate a named area of castal erosion and landform formati (Dorrset), using statistics to understand how physical and human processes interact	nd Extended writing and use of research material to analyse climate charge and glacial processes, usin OS maps to investigate specific locations of glacial erosion in the UK e.g. Scolard's highlands, the Lake Datrict	Extended writing and use of research material to analyse dimate change and glacial processes, using CS maps to investigate specific locations of glacial erosion in the UK e.g. Scatland's highlands, the Lake District	Investigating the Ink between the hydropohere 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 hydropshere and drainage basin system - how physical and human processes interact, using GIS and GS 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 marks settlement of specific environmental regions.		Statistical and locational loopsing of specific locations related to timate sharps and climatic baseds. Students aquire a spatial assements of how physical laction affect human features and how countries at different stages of development can integrite agent or manage atmospheric human.	Statistical and locational knowledge of specific locations related to climate charge and climatic hazards. Stadenis aquire a spatial assertence of locar physical factors affect homan features and how countries at different stages of development can intight against or manage atmospheric hazards.	Satistical and locational localizing of specific locations motivate to denate sharege and clonatic hazards. Students agains a spatial assesses of how physical laterar affects human induces and how countings at different stages of development can mitigate against or manage atmospheric hazards.
	Sequencing (flow)	Retrieval & Extension	Builds upon the genetic features of biomes (habitats, food webs etc.) covered any Trabat. S and 2 Casarali locations of the trabation of the second s	Builds upon the genetic fastores of kiones. Justituts, food webs et converte la 17 Urinis 3 and 6 Cancel location converte la 17 Urinis 1 and uso daves investigation cancel a management, including the uso of mag and status shifts from Urinis 1 and 3 ark inter diverged in 17 Uri 2 and 3 ands holipoing the Antarctic biome and is a comparison between cantel, global an river ensisten	cl Builds upon the concepts of biome features (eg isteriorgendency) from Y7 Topics 3,6 and Y8 Topic 1, also inference to how inclusions are shaped by nature (costal receises in Y8 Topic 2) at large developed in Y8 Topic 2 in terms of hydrological features affecting the landscope	Builds upon the concepts of biome features (reg interespendency) from Y7 Topics 3,6 and YB Topic 1, shan reference to how landscapts are haped by nature (costat ension in WT Topic 2) Is further developed in YB Topic 2 in terms of hydrological features affecting the landscape	Builds upon the anorphi of natural processes affecting the landscape in Y Topic 1 and 2 (pasted) (global of new reason) and the sectural landscape formed Is further developed in YT spic 4 when the relationship between hydrological features and storage and anoldship (water as a reasone is explored)	D Budds upon the circupts of natural processes affective the landscape in V9 Topics 2 and 2 (constal / global, river ension) and the natural landscapes formed is further developed in V3 Topics 4 when the relationship between hydrological features and storag and availability / water as a resource is eglored	rg Builds upon the concept of water availability 7 due to hydrological features covered in 15 Topic 3 16 further developed in 13 Topic 5 when the promanagement of water landform and water availability is investigated	9 Builds upon the consept of water availability due to hydrological features conserved in '19 Tapic 2 Is further developed in '19 Tapic 5 when the management of water loadforms and water evaluability is investigated	GCE context: Build upon scorage of hydrological haunds covered in 19 Topic 1 and Topic 5 Is Univer descripted in GCE (Edward A Paper 3)	GCII context: Build upon converge of hydrological hazards covered in YE Type 1 and Type 5 Is Uniter densinged in GCII (School A Royer 1)	GCII context: Builds upon scoregy of hydrological baseds storend in VII Tapes I and Tapes 5 Is further download in GCII (Idead A Tapes 2)	Completion of Topic 3
	Summa the Assessment		API	API	AP1	AFI	A92	102	A72	A72	A03	A/3	A/3	A23
Per sonal Empower ment	Virtue		Friendliness & Civility	Justice and Truthfulness	Coursign	Generosity	Graditude	Good Speech	Good Speech	Good Temper & Humour	Sel ⁶ Mastery	Self-Mastery	Compassion	Good Sense
	Link to Virtue P	appartunity to reflect, think sply and critically about an issue.	Priendliness and civility required between nations in international environmental stewardships	Justice and truthfulness needed when protecting this aspect of the environment	 The course to address climate change when it is affecting the Earth's glaciers and water supply 	Generosity between nations when protecting gladers		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 disattem	Self-modery in dealing with the effects and attempted valutions of strengthetic natural disasters	Salf-mattery in dealing with the effects and attempted solutions of atmospheric valueal disatem	Students will show compassion for these who are the schims of the dimete only and the atmospheric and hydrolycel hearth they cause	Students will share companion for these who are the setting of the dimete only and the atmosphere; and hydrological baseds Diffy course
ation	195	é áils	Listening	Leadership	Problem-solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
Prepara for W	link to Skill	Tansfead	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 Hazard	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
ration for enship	SMSC & British Values	og opinions an nt 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 cultura heritage?	The rule of law in the global stewardship of the glacial landscapes, and the moral obligation to a protect then. What role do they play in our cultural heritage?	Now does the law affect our river systems (NRA role)? Rivers as part of our culture development	r Mow does the law affect our river systems (NBA role) Rivers as part of our culture development	P 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 Ibertise countries experiencing hydrological disasters. Should we compromise these if countries are trying to mitigate dimate 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 compromis these if countries are trying to mitigate climate change and natural hazards, Moral purpose of reducing the impact of climate change.	e 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.
Prepar Citiz	Link to SMSC & British Values	De ve la pir curre												