

YEAR 9 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Our aim is to promote the vitally important role that geography plays in understanding how the world works in an increasingly globalised society and economy. We aim to promote in all students a curiosity and fascination about the wider world outside of Redcar and Cleveland to give students a framework that resonates with them for understanding their own place in the world. To meet our goal of inspiring excellence in geography our curriculum is designed around four key branches: developing students' knowledge and understanding of place; their understanding of physical and human geography; promoting an awareness of ourselves as global citizens and how sustainable choices can have a positive impact on our planet; and supporting the development of transferable skills which will lead to success in geography and enhance the cultural capital students need to prepare them for future successes.

	Topic 1	Topic 2	Topic 3	Topic 4
Topic	Our Developing World	Hazardous Earth	Food and Drink	Global Issues
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Identifying misconceptions we have about the world What is development and how is it linked to wealth? The development gap – is it growing or reducing? Causes of uneven development Life at different levels of income 	<ul style="list-style-type: none"> Structure of the Earth and tectonic theory Processes at plate margins Effects of tectonic hazards Types of volcano Why do people live in tectonically active areas? Hazard management – reducing the risks from natural hazards.? 	<ul style="list-style-type: none"> What are resources and how do they link to well-being? Global inequalities in resources Growing demand for food in the UK – why do we import so much food? Issues with meeting food demand – food miles, types of farming Supply and demand of water in the UK Meeting rising demand for water in the UK 	<ul style="list-style-type: none"> Sustainable development goals Disease and health – global health issues and tackling air pollution Ocean health – ocean acidification Fashion – responsible production and consumption Wildfires – how is climate change increasing the risk of natural disasters? Poverty and migration –the global refugee crisis
Why this learning now?	<p>Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc. has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning.</p>			
	This topic allows students to study ideas about development in depth as it is an underpinning concept in geography. Students are aware of	Having learnt about processes of weathering and erosion in Year 7 and Year 8, this topic allows students to explore in depth how	This topic introduces global and national issues linked to food and water resources which are under pressure from growing populations	The aim of this topic is for students to study geographical topics in the news to show geography's purpose in understanding how the world

	the idea of development from topics such as 'Urban Jungle' in Year 7 and the 'Almighty Dollar' in Year 8 but this topic allows them now to learn more about the causes and solutions to low levels of development.	processes within the Earth affect the planet. Carefully chosen case studies within the topic allow students to make links from the previous 'Developing World' topic to compare and contrast the differing level of disaster for different tectonic events in countries at different levels of income.	and climate change. There are links within this topic to prior learning from 'Weather and Climate,' 'The Almighty Dollar' and 'Our Developing World.' It is studied now as by Year 9 students have a growing all-round geographical understanding to be able to better apply their studies to the world around them.	works. It benefits those who are taking geography to GCSE as it helps to develop and build their synoptic links between topics. For those not taking GCSE it provides a final chance for us to teach students about the world around us and the issues we face. We believe strongly in the importance of imparting knowledge which will allow our students to make more informed decisions as citizens of the world.
Assessment Opportunities:	Assessment is a tool used by staff to check the progress of students. It is present in all lessons at a low stakes level so that staff can check understanding and plan accordingly to meet the emerging needs of students in subsequent lessons. This may occur in the form of retrieval and recall bell tasks at the start of lessons; targeted questioning to individual students or on a whole-class basis during the lesson; learning checkpoints during the lessons; and review of learning at the end of lessons. Home learning also provides an opportunity for teachers to assess the learning of students. At a formal level, students undertake a 'knowledge check' midway through a topic to assess learning so far and inform their teacher of gaps in knowledge or misconceptions. End of topic assessments are designed to assess students on a number of assessment objectives such as: knowledge, skills, understanding of key concepts, evaluation and application.			
Learning at Home	Home learning is set on a two week cycle where students will receive a recall and retrieval quiz set on Educake. Students are given their own unique Educake account and their teacher will set questions for them to attempt. Students can retake the quiz multiple times to improve their score and enhance their learning. Students can also set quizzes themselves to test and improve their all-round geographical knowledge and understanding.			
Key Vocabulary	development Gross National Income (GNI) per head uneven development multiplier effect	plate tectonics plate margin subduction effects	well-being resource seasonal food carbon footprint agribusiness water stress	pandemic ocean acidification fast fashion migration refugee

<p>Spiritual, Moral, Social and Cultural concepts covered</p>	<p>Spiritual concepts – The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. In Year 9 students learn about places around the world such as volcanic eruptions in different countries (e.g. Iceland) in ‘Hazardous Earth.’</p> <p>Moral concepts – Geography is a subject that lends itself to investigation, debate and a consideration of different viewpoints. Many geographical topics have a moral element to them. For example in Year 9, students study how choices they make can have a wider impact on the planet such as buying locally produced food rather than imported goods. The ‘Global Issues’ topic raises many topical moral and social concepts.</p> <p>Social concepts – Social development is a focus in geography as students are often asked to share ideas and thoughts with each other or as a class, and at times work more collaboratively, such as in the Iceland hazard management decision making activity. The study of different places allows for comparisons to be made between those places and the UK, to allow students to reflect on British values of democracy, law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Cultural concepts – Studying different cultures around the world is a fundamental element of geography. In Year 9 students study development and explore how the way of life is very different in low income countries such as Mozambique.</p>
<p>Links to careers and the world of work</p>	<p>Geography is a broad subject which has links between many other subjects such as STEM subjects and those in the Arts, Humanities and Social Sciences.</p> <p>Careers which the study of geography may lead to include: Teachers, Urban planners; Social workers; Environmental consultants; Civil servants, Members of Parliament; Entrepreneurs; Actors and comedians; Journalists; Political activists; Television presenters; Media production; Lawyers; Environmental activists; Medical doctors and other health professionals; Speech Writers; Water and energy industry; Employment with international organisations; Health policy officials; Business and finance consultants; Sports professionals; Armed forces personnel; amongst others.</p> <p>However, many people who study geography may find employment in seemingly unrelated professions given employers value of the subject and the transferable skills gained from studying geography.</p>